



**New York State Regents Examination in English Language Arts
Part 3 Rubric**

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea -present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea -present ideas sufficiently, making adequate use of relevant evidence to support analysis	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea -present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea -present little or no evidence from the text
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-demonstrate control of conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling				

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

In the last few centuries, technology has rapidly changed both transportation and communication, allowing people to instantaneously communicate from opposite sides of the planet, or physically travel the same distance in a single day. In her speech, the speaker proposes the idea that these newfound capabilities will allow people of all social classes and races to form ~~strong~~ moral connections, using personal anecdote to give credibility to her argument.

The speaker begins by telling of her experience with "a testament to the deep human connection," a man named Paul Farmer who is trying to help the poor of Rwanda. She describes the personal connection Paul has with "every single person [they] met along the way," and the intimacy ~~of every one of his interactions~~ of every one of his interactions. This anecdote evokes sympathy and a desire for such intimate moral connection in the audience, causing them to more readily accept the speaker's claim that technology can provide this same effect. The speaker then recounts her visit to a poor African country, Liberia, where despite the poverty that the people lived in, many were using cell phones, "texting." She then utilizes the tangibility of her personal account to propose ~~to~~ to the audience that "you and they can share your stories with each other," an idea possible due to the presence of modern technology. The speaker's final anecdote describes a poor woman she met in the Himalayas, and how their "aspirations were the same," despite their enormous difference in wealth. The ability to travel to a distant country to connect with a lower class person provided by technology inspires the audience to view each person as an equal.

Anchor Paper – Part 3 – Level 4 – A

existence, one worth bonding and creating friendships with, through the catalyst of technology.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*the speaker proposes the idea that those new found capabilities will allow people of all social classes and races to form strong moral connections, using personal anecdote to give credibility to her argument*). The response demonstrates a thoughtful analysis of the author’s use of *personal anecdote* to develop the central idea (*This anecdote evokes sympathy and a desire for such intimate moral connection in the audience, causing them to more readily accept ... that technology can provide this same effect and She then utilizes ... her personal account to propose to the audience that “you and they can share your stories with each other,” an idea possible due to the presence of modern technology*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The speaker begins by telling of her experience with “a testament to the deep human connection”, a man named Paul Farmer who is trying to help the poor of Rwanda and The speaker then recounts her visit to a poor African country, Kiberia, where despite the poverty that the people lived in, many were using cell phones, “texting”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with one paragraph that introduces the central idea and writing strategy, followed by a second paragraph of support that exemplifies how *the audience* should view each person as an equal existence, *one worth bonding and creating friendship with, through the catalyst of technology*. The response establishes and maintains a formal style, using precise language and sound structure (*In the last few centuries, technology has rapidly changed both transportation and communication, allowing people to instantaneously communicate from opposite sides of the planet, or physically travel the same distance in a single day*). The response demonstrates control of conventions with infrequent errors.

As humans, we often ponder the impact technology had and what it can have in the future. Can it truly change the world? In her speech, Melinda Gates' says that technology can change the world and unite its people. Gates reveals her purpose and central idea through word choice, or diction.

Gates' central idea in her speech is to encourage individuals to make the world a better place by uniting people. Technology must be used to connect, and form deep human relationships in order to create a brotherhood, for she says "I hope you will use the tool of technology to do what you already had in your heart to do... to connect... to make of this world a brotherhood." Gates explains that technology may be a "powerful" tool, but deep human connection is different - it inspires the "most amazing acts of love, generosity, and humanity." However, through the powerful tool of technology, we can "network" with billions of people and "turn the world into a neighborhood."

In order to successfully ~~develop~~ develop her central idea, Gates uses diction. She uses simple, yet inspiring word choices to enlighten her audience and argue her point. Using words such as "deep," "meaningful," "brotherhood," "make a difference," "define," "love," and "generosity," she enhances her argument and persuades people to go into the world to make a difference through technology. Using phrases such as "adjectives like rich and poor don't define us," Gates

Anchor Paper – Part 3 – Level 4 – B

associates her argument with the personal side of people. Her diction allows for the development of the central idea of the speech. Gates successfully makes her point in her speech through her use of meaningful and inspiring, yet simple diction. Her diction completely allows her to elucidate her central idea of using technology to form a "brotherhood" globally.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*Gates' central idea in her speech is to encourage individuals to make the world a better place by uniting people. Technology must be used to connect, and form deep human relationships in order to create a brotherhood*) and a writing strategy (*Gates reveals her purpose and central idea through word choice, or diction*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*Gates explains that technology may be a "powerful" tool, but deep human connection is different – it inspires the "most amazing acts of love, generosity, and humanity" and She uses simple, yet inspiring word choices to enlighten her audience and argue her point*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Using words such as "deep," "meaningful," brotherhood," "make a difference," "define," "love," and "generosity," she enhances her argument and persuades people to go into the world to make a difference through technology and Using phrases such as "adjectives like rich and poor don't define us," Gates associates her argument with the personal side of people*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, by first introducing the central idea and the writing strategy, followed by a paragraph that focuses on the central idea that technology is a *powerful tool* for uniting people, then presenting examples of diction and how it was used to support the central idea, ending with a summative statement (*Her diction completely allows her to elucidate her central idea of using technology to form a "brotherhood" globally*). The response establishes and maintains a formal style, using precise language and sound structure (*However, through the powerful tool of technology, we can "network" with billions of people and "turn the world into a neighborhood"*). The response demonstrates partial control of conventions with occasional errors (*Gates' says; connect, and; meaningful*) that do not hinder comprehension.

Technology is associated with devices that in the real world convey a way of distancing us from friends, but, if used correctly and with a purpose, could unite the world. In this Text by Mrs. Gates, she implies point-of-view in order to express the universal idea that all people should have a deep and loving connection with one another.

How could a woman as rich as her understand the condition of the poor and loving? Gates had to witness the accounts herself by travelling to Kibera and India. When ~~going~~ going to Kibera, she assumed the streets to be filled with slums, but instead found something remarkable. "One image that sticks with me is all the cell phones piled up in a small kiosk where locals paid to recharge their batteries... everywhere I looked young people were on their phone" (lines 39-42) When viewing these people most would see the poor and insufficient living style of the people and their children. But, when examined further, it is seen that these people use and depend on technology in order to text and connect with one another in a loving matter. Mrs. Gates then travelled to India where a local woman had invited her inside her home so they may sit and enjoy the view of the Himalayas together. "We talked about our children and the future. Our aspirations were basically the same. We wanted our children to fulfill their potential. We wanted the love and respect of family and friends." (lines 59-61) This point of view helps show the reader that even though these two women are of different social classes and countries they still possess the same ~~self~~ beliefs and aspirations. They wish the best for their children and others around them. This is how Mrs. Gates uses her point-of-view throughout the world.

Anchor Level 3–A

The response introduces a clear central idea (*all people should have a deep and loving connection with one another*) and a writing strategy (*she implies point-of-view*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of point-of-view to develop the central idea (*When going to Kibera, she assumed the streets to be filled with slums, but instead found something remarkable and This point of view helps show the reader that even though these two women are of different social classes and countries they still possess the same beliefs and aspirations*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Gates had to witness the accounts herself by travelling to Kibera and India and Mrs. Gates then travelled to India where a local woman had invited her inside her home and “We talked about our children ... Our aspirations were basically the same ... We wanted the love and respect of family and friends.”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that establishes the central idea and the writing strategy, followed by a paragraph that presents two examples where Gates traveled to *Kibera and India* and witnessed how people *connect with one another*. The response establishes and maintains a formal style, using precise language and sound structure (*Technology is associated with devices that in the real world convey a way of distancing us from friends, but, if used correctly and with a purpose, could unite the world*). The response demonstrates partial control of conventions with occasional errors [*as her, witness, their phone, people most, friends.”* (*lines; countries they, possess*)] that do not hinder comprehension.

The central idea of the text is that technology can have significant impacts on connecting with others across the globe. Specifically, technology has made it possible to connect the author with some of the poor people across the world. The author uses the ~~using~~ writing strategy of an optimistic tone to develop their idea.

The use of technology can have many impacts in trying to connect with the less fortunate across the globe. For example, on lines 32-34, the author states "But just because you don't qualify for sainthood... can't make a difference in the world." Connecting with other people could have a significant impact in changing ~~people's lives~~ the lives of other people. By using technology, you could connect worldwide and try to help those who are unable to help themselves. ~~The~~ According to this statement, you don't need to dedicate your whole life to helping poor people, but the smallest act of kindness could make a huge difference. Secondly, the author states, "you and they can share your stories directly... you're all using the same technology" (lines 44-45). Technology not only makes it possible to connect, but ^{also} to share your life stories and ~~also~~ values with one another. By befriending another human from across the world, you are also helping them through tough situations, even if you're not directly there. If you're using the same technology, you could share your life with others from different countries, and possibly have remarkable impacts on their life. ~~The~~ The author uses an optimistic tone to develop his idea that technology could have significant impacts ~~with~~ with

connecting with other people from across the world. For example, "I believe we are finally creating the... world into a neighborhood" (lines 75-76). The author is suggesting that there's finally an easier way to connect with other people, and possibly change/impact their lives for the better. The author is quite confident in this theory, and believes that ~~we~~ we could have major impacts on another society. In addition, "You can light up the network of 7 billion people... motivating human connections" (lines 78-79). You can change the lives of billions of people, just by pushing a button. ~~Because~~ The author is showing how cool it is in being able to finally connect with ~~these~~ ~~these~~ ~~these~~ different ethnic people. This supports an optimistic tone, because the author is determined that we, as Americans, could have major impacts on different people, just by using technology. All in all, technology can have many amazing impacts ~~on~~ with attempting to connect with those living across the globe. The author uses an optimistic tone, to further support this idea.

Anchor Level 3-B

The response introduces a clear central idea (*The central idea of the text is that technology can have significant impacts on connecting with others across the globe*) and a writing strategy (*The author uses the writing strategy of an optimistic tone to develop their idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *optimistic tone* to develop the central idea (*This supports an optimistic tone, because the author is determined that we, as Americans, could have major impacts on different people, just by using technology* and *The author uses an optimistic tone, to further support this idea*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Secondly, the author states, "you and they can share your stories directly ... you're all using the same technology"* and *In addition, "You can light up the network of 7 billion people ... motivating human connections"*). The response exhibits acceptable organization of ideas and information to create a coherent response, first establishing the central idea and writing strategy in the opening paragraph, then discussing the role of technology in *trying to connect with the less fortunate across the globe* in a second paragraph, followed by a discussion of the author's use of an *optimistic tone* in the third and final paragraph which ends with a summative conclusion (*All in all, technology can have many amazing impacts with attempting to connect with those living across the globe*). The response establishes and maintains a formal style, using appropriate language and structure (*According to this statement, you don't need to dedicate your whole life to helping poor people, but the smallest act of kindness could make a huge difference*) despite one colloquial comment (*how cool it is*). The response demonstrates partial control of conventions with occasional errors (*author ... their; optimistic; fortunate; their life; easier; theory, and believes; tone, because*) that do not hinder comprehension.

The central idea of the text I just read is that human connection is extremely important and with the help of technology, we can develop that human connection with anyone in the world and finally make the world into a brotherhood. I developed this central idea because in the text, the speaker explains that she had traveled to Kenya and had seen children walking around on their phones texting. The kids in Kenya have ~~access~~ access to the same technology as a kid in California has. This sets up the speaker's idea that we're able to have a human connection with anyone in the world because of technology. Because of technology, we are connected to the rest of the world. The speaker finishes it off with saying technology gives an amazing ethical opportunity that no one has ever had before, and that we should use it to build those human connections with 7 billion in the rest world.

A literary element that the speaker used was the structure of the speech which helped deliver the central idea. The speaker started off with a Martin Luther King Jr. quote that set up what she was going to be speaking about. The speaker then went into their experience while they were visiting Kenya, and all the kids were texting on their phones. Immediately I knew that the speaker was trying to show the similarities between American children and children from Kenya. Next, the speaker began explaining how we're all equal, no matter our title. Finally, the speaker concludes with saying how technology makes it easier for us to develop a human connection with the world and hoped that we use

Anchor Paper – Part 3 – Level 3 – C

it to do so. By setting up this text that way, I was able to under the speaker's message and develop a central idea.

Anchor Level 3–C

The response introduces a clear central idea (*The central idea of the text ... is that human connection is extremely important and with the help of technology, we can develop that human connection with anyone in the world*) and a writing strategy (*A literary element that the speaker used was the structure of the speech which helped deliver the central idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of structure to develop the central idea (*The speaker started off with a ... quote that set up what she was going to be speaking about and Immediately I knew that the speaker was trying to show the similarities between American children, and children from Kenya*). The response presents ideas inadequately in an attempt to support analysis, providing generalized or incomplete references to the text (*all the kids were texting on their phones and the speaker began explaining how we're all equal*). The response exhibits acceptable organization of ideas and information to create a coherent response, with one paragraph that introduces and discusses the central idea and a second that focuses on how the structural arrangement of the speech helped develop the central idea (*By setting up this text that way, I was able to under the speaker's message and develop a central idea*). The response lacks a formal style, using language that is basic and sometimes inappropriate and imprecise (*I just read, I developed this central idea, finishes it off with, with 7 billion in the world, able to under the speaker's*). The response demonstrates partial control of conventions with occasional errors (*and with; speaker ... their ... they; children, and*) that do not hinder comprehension.

A central idea in the text is if ~~should~~ technology should be considered making the world a brotherhood and sisterhood. Technology should be considered making the world a brotherhood and sisterhood, because technology lets us communicate more.

A literary elements that the author uses is irony because there are over 700 million cell phone subscribers in Africa and kids texting on them. This is ironic, because most of the world views Africa as a very poor continent with very little technology.

This is also a central idea, because you can communicate faster and with more people in less time than it would take walking over ~~to~~ to their house.

Anchor Level 2–A

The response introduces a central idea (*technology should be considered making the world a brotherhood and sisterhood, because technology lets us communicate more*) and a writing strategy (*A literary elements that the author uses is irony*). The response demonstrates a superficial analysis of the author's use of irony to develop the central idea (*This is ironic, because most of the world views Africa as a very poor continent with very little technology*). The response presents ideas inconsistently and inadequately in an attempt to support analysis, referencing, but never developing the idea of technology ... *making the world a brotherhood and sisterhood* and providing only one example of the author's use of irony (*there are over 700 million cell phone subscribers in Africa and kids texting on them*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that introduces a central idea focusing on technology creating a *brotherhood and sisterhood* in the world, a second paragraph that introduces the writing strategy but does not connect it directly back to the central idea, and a third paragraph that introduces a new central idea (*This is also a central idea, because you can communicate faster*). The response lacks a formal style, using language that is basic (*A central idea in the text is if*) and imprecise (*should be considered making the world and with ... less time than it would take walking over*). The response demonstrates partial control of conventions with occasional errors (*sisterhood, because; a literary elements; ironic, because; continent; idea, because*) that do not hinder comprehension.

From reading the informational text, there are many literary elements, techniques, and Rhetoric Devices that are used in the text to get the central idea conveyed to the readers. The author uses Imagery all throughout the text to develop the claim and for the readers to get a sense of what ~~they~~ she is actually talking about.

Imagery is used when the author wants readers to see and get an actual vision of what they see. In this case, the author used many descriptive words to elaborate what they wanted to get across, like talking about the aluminum chairs with itchy fabric. The central idea of this text is to make the world better and help people out by connecting through technology or using it to make innovation that will make society progress. Through technology, the world can be better, like hugging sick people in Haiti and being a brotherhood and sisterhood. There are many new inventions that have made society accelerate and push for the best. Some people think technology is decreasing the world's knowledge, and some believe that it's making society better "Brotherhood/Sisterhood".

The author uses ~~using~~ imagery throughout the text to show readers how they perceive what's going on.

Anchor Level 2–B

The response introduces a central idea (*The central idea of this text is make the world better and help people out by connecting through technology or using it to make innovation that will make society progress*) and a writing strategy (*The author uses Imagry all through out the text to develope the claim and for the Readers to get a sense of what she are acually talking about*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*Imagry is used when the author wants Readers to see and get an actual vison of what they seen in this case the author used many discription words to elaberate what they wanted to get across*). The response presents ideas inadequately in an attempt to support analysis (*like hugging sick people in Haiti and being a brotherhood and sisterhood*) with some evidence from the text (*aluminum chairs with itchy fabric*) that is irrelevant to how *technology* can be used to *make innovation that will make society progress*. The response exhibits inconsistent organization of ideas and information, providing an opening paragraph that introduces a writing strategy, a body paragraph that attempts to discuss imagery and the central idea, but abruptly shifts focus (*Some people think techology in decreasing the worlds knowoledge and some beilive that its making society better "Brotherhood/sisterhood"*), concluding with a single-sentence generalization about imagery (*The author uses imagry throughout the text to show readers how they precive whats going on*), failing to create a coherent response. The response lacks a formal style, using language that is basic (*what they wanted to get across*) and imprecise (*to get it central idea conveyed, techology in decreasing, its for "it's"*). The response demonstrates emerging control of conventions with some errors (*Imagry, develope, she are acually, vison, they seen in this case, the author ... they, excelerate, worlds knowoledge, precive, whats*) that hinder comprehension.

The central idea of this text is that technology is not the only way of communication but it is important because you can find love with it and humanity. I know this because the author uses literary element to prove their central idea. In the text it states in line 45 it states you can share your story directly because we're all using the same device. This shows that the whole world uses technology it is important, we communicate. In the text it also states technology is a brotherhood and sisterhood because it connects all of us together. Technology it supports us to communicate.

Anchor Level 2-C

The response introduces a central idea (*The central idea of this text is that technology is not the only way of communication but it is important because you can find love with it and humanity*). The response demonstrates minimal analysis of the author's use of a writing strategy to develop the central idea, only stating that *I know this because the author uses literary element to prove their central idea*. The response presents ideas inadequately in an attempt to support analysis, presenting two statements loosely paraphrased from the text (*you can share your story directly because we're all using the same device* and *technology is a brotherhood and sisterhood because it connects all of us together*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with a statement of the central idea, a quote that is loosely related to the central idea, a sentence attempting to explain the quote, and a closing sentence presenting a variation on the central idea (*Technology it supports us to communicate*). The response lacks a formal style, using language that is basic and imprecise (*it states in line 45 it states* and *it supports us to communicate*). The response demonstrates emerging control of conventions with some errors (*communication but, humanity, author ... their, were, This shows that, uses technology it is*) that hinder comprehension.

I think technology is really important is the idea. My phone is really important to friends and me connects all of us. School rules are wrong we should have them, what if they have a emergency, and have to call home. It is needed. Phones help the world to. News and info and google help everyone. I like instagram best because its fun and I see all my friends pictures. So technology is really important.

Anchor Level 1–A

The response introduces a central idea (*I think technology is really important*), with no analysis of the author’s use of a writing strategy to develop the central idea. The response presents no evidence from the text, offering only a personal response (*My phone is really important to friends and one connects all of us*). The response exhibits inconsistent organization of ideas and information, consisting of one paragraph that describes how *school rules are wrong*, failing to create a coherent response. The response lacks a formal style, using language that is basic (*I like instagram best because its fun*). The response demonstrates emerging control of conventions with some errors (*to friends and, what if they have a emergency, google, and friends pictures*) that hinder comprehension. The response must be scored no higher than a Level 1 since it is a personal response.

Anchor Paper – Part 3 – Level 1 – B

The central idea was how technology could help in creating a world wide community. They used in imagery in the passage when they were invited into that poor lady's house.

Anchor Level 1-B

The response introduces a central idea (*The central idea was how technology could help in creating a world wide community*) and a writing strategy (*They used in imagery in the passage*). The response does not demonstrate analysis of the author's use of the writing strategy to develop the central idea. The response presents little evidence from the text (*When they were invited into that poor lady's house*). The response is minimal, making assessment of coherence, organization, and style and conventions unreliable.

The Technology is Really important
Today because a lot of places have been
able to survive by the health of
technology but some places they don't
have ~~the same technology~~ as the
same global technology but in Africa
they don't have a lot of technology
because Africa has a lot of poor
people is not good but people
they make different decisions and people have
different problems and a lot of people
we all use the same technology

One central idea that Mrs. Gates is trying to communicate to her audience is that all people are basically the same. It doesn't matter if you are an American billionaire or a poor citizen from an underdeveloped country, we all can and do share similar thoughts, emotions and experiences. When she speaks of travelling to Kenya she says "everywhere I looked young people were on their phones. And guess what they were doing? Exactly what you do... they were texting." She also speaks of how when she went on a learning trip to India and Thailand, she had been invited to a local lady's home which made her realize how alike we all are. The first thing she noticed was that the aluminum chairs the woman brought out for them to sit on were the same type of chairs her family used when she was growing up in Dallas. She goes on to say, "we talked about our children and the future. Our aspirations were basically the same. We wanted our children to fulfill their potential. We wanted the love and respect of family and friends. We wanted meaningful work." Even though it was harder for this woman to succeed they had similar thoughts, emotions and experiences.

The author uses the writing strategy

of simile to help develop the central idea.

An example of the use of simile can be found on lines 67-69 of the text. This says

"The universe is like computer code in that way. Binary. There is life, and there is everything else. Zeros and ones. I'm a

one. You're a one. My friend in the

Himalayas is a one." This simile stated

by Mrs. Gates sums up her message

that people are the same in many ways all over the world.

The author uses imagery to teach the reader a lesson. Imagery vivid details that place a picture in the readers mind by implying the five senses.

For example "Late in the afternoon, one of the woman who'd been showing me around invited me in to her home. We went inside and she produced two lawn chairs that were hanging from a nail in her kitchen. They were the aluminum folding kind with the itchy fabric seat you've sat on a million times, quite possibly when you were tenting in Krzyzewskiville" (Text lines 51-54). This ~~shows~~^{reveals} hows this woman lives it also shows that she may be poor and has had troubles with what she has. She hangs her chairs on a wall in the kitchen. ~~Additionally~~^{Additionally} "we had the same chairs. On Sunday nights in the summer, my parents and my siblings and i used to set them up on our back patio and gaze up into the sky together as a family" (Text lines 55-57). This shows that they both have had the same thing. They may have ~~used~~^{been} used in different ways. One used for socializing with family and the other just to have a seat to sit on.

Equally "important" my host wanted to show me her stunning view of the himalayans, and as we sat and contemplated the planets highest peaks, we talked about our children and the Fitcher" (Text lines 58-60)

Authors use different writing strategies to develop the central idea of their text. The author of this text, who happens to be Bill Gate's wife, uses her personal experiences to show the reader how technology connects people all around the world. She tells these stories in a first person point of view to connect with the reader on a more personal level.

In the text, the author describes her visit to Kibera. This is a very poor area in Africa. However, to her surprise, there were young people on their phones everywhere, texting just like we do. She connects this personal story with her main point, that technology allows us to communicate and connect with people all over. "You and they can share your stories directly with each other, with literally billions of people, because you're all using the same technology" (lines 44 and 45). This quote from the text further emphasizes this point.

The author also shares a story about her trip to the Himalayas. While she was there, she met a family and went to their home. This first hand encounter helps the reader understand why the author feels the way that she does. The connections she makes around the world shows her and the reader

that people, rich or poor, are still people, and that technology allows us to reach out and make bonds with these people.

The author shares personal experiences from her life to emphasize how important human connections are, and how technology can improve these connections. She shares these experiences using first person point of view to make her stories feel real to the reader, allowing her to connect with them on a personal level. The message she shares is important. Whether someone is rich or poor, we are all still human. We should embrace this humanity and love each other.

The central idea of the story is not matter if you're rich or poor everyone could relate to each other. Every person at least can find one thing in common. The writer uses ~~similarity~~ similarity to show this. It says they don't make any one individual less human than the other. Next. ~~The~~ The ~~same~~ universe is like a computer code in that way. Ultimately it does not matter if you're rich or poor everyone is a human being.

Practice Paper A – Score Level 1

Holistically, the response best fits the criteria for Level 1.

Practice Paper B – Score Level 3

Holistically, the response best fits the criteria for Level 3.

Practice Paper C – Score Level 2

Holistically, the response best fits the criteria for Level 2.

Practice Paper D – Score Level 4

Holistically, the response best fits the criteria for Level 4.

Practice Paper E – Score Level 2

Holistically, the response best fits the criteria for Level 2.

**Map to the Learning Standards
 Regents Examination in English Language Arts
 August 2018**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.3 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	RL.2 (11-12)
4	MC	1	1	RL.5 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.4 (11-12)
7	MC	1	1	RL.4 (11-12)
8	MC	1	1	RL.6 (11-12)
9	MC	1	1	RL.3 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	L.4 (11-12)
13	MC	1	1	RL.3 (11-12)
14	MC	1	1	RL.6 (11-12)
15	MC	1	1	RI.2 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.4 (11-12)
18	MC	1	1	L.5 (11-12)
19	MC	1	1	L.5 (11-12)
20	MC	1	1	RI.6 (11-12)
21	MC	1	1	RI.3 (11-12)
22	MC	1	1	RI.4 (11-12)
23	MC	1	1	RI.3 (11-12)
24	MC	1	1	RI.2 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RI.1–6&10(11–12) W.2, 4&9(11–12) L.1–6(11–12)

The *Chart for Determining the Final Examination Score for the August 2018 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.