



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

**Text Analysis: Exposition**

<b>Criteria</b>	<b>4 Responses at this Level:</b>	<b>3 Responses at this Level:</b>	<b>2 Responses at this Level:</b>	<b>1 Responses at this Level:</b>
<b>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</b>	-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	-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	-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	-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
<b>Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis</b>	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</b>	-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
<b>Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b>	-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

- 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 Tom Whitecloud's "Blue Winds Dancing", Whitecloud poetically conveys an idea about his life.

The central idea of the excerpt from "Blue Winds Dancing" is that the ~~author~~ narrator, Whitecloud, belongs at home rather than ~~in~~ the society <sup>in which</sup> he was living ~~now~~. Whitecloud conveys this idea by use of several rhetorical strategies. Notably, Whitecloud uses repetition in order to convey the central idea of his ~~the~~ writing.

In multiple instances, Whitecloud repeats phrases in subsequent sentences. These sentences that begin similarly serve to convey what home means to Whitecloud, and that where he is when the text was written was not home. ~~Some~~ <sup>one</sup> examples of repetition includes lines 16 through 20, where sentences begin with the word "no". Whitecloud describes examples of how society ~~where~~ is not home. The examples portray society in a negative light, including worries and anxiety as part of normal life. The negative connotations associated with ~~Whitecloud's~~ Whitecloud's repetition of the word "no" convey that Whitecloud does not wish to live in the society he is describing, hence the word "no". Thus, repetition of "no" serves to convey his central idea that he does not belong in the society that he is living in.

Another example of repetition occurs in lines 28-30. "I want to walk again among the ghost birches, I want to see the leaves turn in autumn, the smoke rise from the lodges, and to feel the blue winds. I want to hear the drums, I want to hear the drums and feel the blue, whispering winds" (Whitecloud lines 28-30). In this section of the text, Whitecloud repeats "I want". "I want" is then followed by an example of what Whitecloud is lacking because he is not at home. These lines convey that Whitecloud is longing to be in the place he is describing. Thus, repetition of "I want" conveys that Whitecloud wants to be in the place he is describing rather than in his current location, and that the place he is describing is his home, which is where he belongs.

Altogether, in the excerpt from "Blue Wind's Dancing", Whitecloud conveys that he does not wish to be where he is, but rather in another locality. Whitecloud employs repetition that describes the places he doesn't want to be and where he does want to be. This repetition then serves to explain his main idea that he belongs somewhere else.

## Anchor Level 4–A

The response introduces a well-reasoned central idea (*The central idea of the excerpt from “Blue Winds Dancing” is that the narrator, Whitecloud, belongs at home rather than in the society in which he was living*) and a writing strategy (*Notably, Whitecloud uses repetition in order to convey the central idea of his writing*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of repetition (*Whitecloud describes examples of how society is not home. The examples portray society in a negative light, including worries and anxiety as part of normal life. The negative connotations associated with Whitecloud’s repetition of the word “no” convey that Whitecloud does not wish to live in the society he is describing and Thus, repetition of “I want” conveys that Whitehead wants to be in the place he is describing*) to develop the central idea. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*One example of repetition is lines 16 through 20, where sentences begin with the word “no” and Another example of repetition occurs in lines 28-30. “I want to walk again among the ghost birches ... I want to hear the drums and feel the blue whispering winds”*). The response exhibits logical organization of ideas and information by first introducing the central idea and the writing strategy, then discussing how the repetitive use of “no” and “I want” support the narrator’s desire to be home, concluding with a reiteration of the central idea (*This repetition then serves to explain his main idea that he belongs somewhere else*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*These sentences that begin similarly serve to convey what home means to Whitecloud*). The response demonstrates control of the conventions with infrequent errors (*through 20, where and his home, which*).

In "Blue Winds Daring," the <sup>narrator</sup> ~~author~~ writes about his journey home on a railroad from college. He describes his thoughts and what he sees, indicating that he longs ~~to~~ to go home. The author uses compare and contrast to support his central idea that his home in the reservation is better and unlike other areas in the US and his school.

The narrator contrasts where he is, on the railroad, to his home to highlight how different the reservation is from other areas. He writes that his home is beautiful and calm, where no one is in a hurry or "driving to keep up in a race that knows no ending and no goal." He contrasts school ~~with~~, saying there "are always worries about grades and honors. His hometown isn't like that, emphasizing that there is a more laid back feel to his hometown that his school doesn't have. He additionally ~~says~~ says that his college is "where fall hides in the valleys" and "where all trees grow in rows," but he longs for home where he can see "leaves turn in autumn," as well as describing a tree not as neatly grown as more beautiful. By highlighting what he likes about his home that is not elsewhere, he communicates that his reservation is better and unlike other areas. Toward the end, he contrasts life outside the reservation boundary with his reservation. The city outside "(sucks) the life from all the country around," and has public buildings, stores, and politics. On the other hand, his reservation is ~~more~~ more simple, as he walks into the woods and hears the drums, sees the lakes, and the wind. By putting these 2 paragraphs together, the reservation's description is more powerful because it is so vastly different from the busy city. The emphasis of the city's busyness reveals how different

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**Anchor Paper – Part 3 – Level 4 – B**

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life is in his reservation. The use of compare and contrast strengthens his claim because when a reader hears 2 opposite characteristics, it makes each one seem more distant and unlike the other. It supports his claim that his reservation is unlike any other areas of the United States.

**Anchor Level 4–B**

The response introduces a clear central idea and a writing strategy (*The author uses compare and contrast to support his central idea that his home in the reservation is better and unlike other areas in the US and his school*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of *compare and contrast* to develop the central idea (*He contrasts school, saying there’re always worries about grades and honors. His hometown isn’t like that, emphasizing that there is a more laid back feel to his hometown that his school doesn’t have and On the other hand, his reservation is more simple, as he walks into the woods and hears the drums, sees the lakes and the wind*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He writes that his home is beautiful and calm, where no one is in a hurry or “driving to keep up in a race that knows no ending and no goal” and He additionally says that his college is “where fall hides in the valleys”*). The response exhibits logical organization of ideas and information by first introducing the writing strategy that supports the central idea, then discussing how the comparison and contrast between home and college illustrates the narrator’s decision to go home (*but he longs for home where he can see “leaves turn in autumn”*), and concluding with a reiteration of the central idea (*The use of compare and contrast strengthens his claim because when a reader hears 2 opposite characteristics, it makes each one seem more distant and unlike the other*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*the reservation’s description is more powerful because it is so vastly different from the busy city*). The response demonstrates control of the conventions with infrequent errors.

During the holiday season, college students have the opportunity to return to their homes to spend time with family and friends ~~home~~. However, home is different for each of these students. Home for one student might be an apartment in a bustling city, or a grand mansion overlooking the ocean. For one student, home was on a Chippewa Indian Reservation. Life on an Indian reservation is much different than life in a busy town with many people. However, it does not change the fact that it is home, and there are people there who love you. The author of this story uses symbolism to develop the central idea that home is a place where people can feel happy, loved and can be themselves all the time.

Throughout the excerpt, the author uses ~~drums~~ drums to symbolize home as well as the central idea. The author states "Home and peace, and the beat of drums, and blue winds dancy over snow fields." The author also stated at the end of the story as he is just approaching home "As I cross a frozen lake, I begin to hear the drums.... "It is like the pulse of the heart of the world." Whether the author is far from home or approaching it, he is always concerned about the drums. He ponders about how the drums within him remind him about his home that he loves so much. When the author thinks or hears about the drums, he remembers his home, where he feels like himself. At his home, the author is able to feel happy and loved, and the drums bring him back to those feelings. When he thinks about home, he thinks about the drums. The beating of the drums ~~at~~ symbolize the central

idea of the story.

Throughout the story, the author is eager to return home from college and see his family. The use of drums as a symbol for home and feeling happy ~~then~~ emerge frequently throughout the excerpt. The drums remind the author of the love and happiness he feels at home.

### Anchor Level 3–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis. (*The author of this story uses symbolism to develop the central idea that home is a place where people can feel happy, loved and can be themselves all the time and Throughout the excerpt, the author uses drums to symbolize home as well as the central idea*). The response demonstrates a thoughtful analysis of the author’s symbolic use of drums to develop the central idea (*He ponders about how the drums let him reminisce about his home that he loves so much and At his home, the author is able to feel happy and loved, and the drums bring him back to those feelings*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*Home and peace, and the beat of drums, and blue winds dancing over snow fields*” and “*As I cross a frozen lake, I begin to hear the drums ... “It is like the pulse of the beat of the world”*”). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents a comparison of different types of homes, the writing strategy and the central idea, followed by a second paragraph that focuses on drums as a symbol of home (*When the author thinks or hears about the drums, he remembers his home, where he feels like himself*) and ending with a summative conclusion (*The drums remind the author of the love and happiness he feels at home*). The response establishes and maintains a formal style, using appropriate language and structure (*However, it does not change the fact that it is home, and there are people there who love you*). The response demonstrates partial control of conventions with occasional errors (*oppurtunity, thier, wether, approachg, reminisce, The use of ... emerge*) that do not hinder comprehension.

In the excerpt from "Blue Winds Dancing" by Tom Whitecloud the central message is that nature is a beautiful thing. He talks about how he is out on the reservation and enjoys the peaceful sounds and views. Even on his way home he doesn't stop admiring the amazing woods. "Minnesota, and great white fields of snow; frozen lakes, and dawn running into dusk without noon. Long forests wearing white. Bitter cold and, one night the northern lights. I am nearing home."

In the passage the author uses the literary technique of imagery to help convey the central message, that nature is a beautiful thing. "I want to hear the drums; I want to hear the drums and feel the blue whispering winds." He talks about wanting to hear the sounds that nature brings and the wonderful winds that blow through the forest. He uses the images of how nature looks and sounds to help preserve its beauty. Nature is in his heart and apart of him. Some people can't see how truly lovely it is, but he can. "There is a moon out tonight. Moon and stars and clouds tipped with moonlight. And there is a fall wind blowing in my heart." By reading this you can picture the moon in the sky and the clouds on a cool fall night with the wind blowing smoothly. Tom Whitecloud uses the literary technique of imagery to help convey the central message. This is an effective strategy because using the words to describe something that is happening helps

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**Anchor Paper – Part 3 – Level 3 – B**

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the reader picture what is going on and almost  
live what is being described. And this helps to  
see and understand the beauty in nature that  
this person is describing.

**Anchor Level 3–B**

The response introduces a clear central idea (*In the excerpt... the central message is that nature is a beautiful thing*) and a writing strategy (*the author uses the literary technique of imagery to help convey the central message*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*He uses the images of how nature looks and sounds to help preserve its beauty and you can picture the moon in the sky and the clouds on a cool fall night with the wind blowing smoothly*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“Minnesota, and great white fields of snow; frozen lakes, and dawn running into dusk without noon” and “There is a moon out tonight. Moon and stars and clouds tipped with moonlight”*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea that nature is beautiful and a quote that illustrates nature’s beauty, followed by a second paragraph that establishes imagery as the writing strategy and explains how the author uses imagery (*This is an effective strategy because using the words to describe something ... helps the reader ... understand the beauty in nature that this person is describing*). The response establishes and maintains a formal style, using appropriate language and structure (*He talks about wanting to hear the sounds that nature brings and the wonderful winds that blow through the forest*). The response demonstrates partial control of conventions with occasional errors (*by Tom Whitecloud the; message, that; apart; truly; By reading this you*) that do not hinder comprehension.

The passage was more than just great. It gives you an unexplainable feeling inside. The author places within the reader a feeling that doesn't go away. No matter the color of skin or type of religion this passage is relatable to all. The readers definitely won't relate exactly but they find similarities to themselves. The author is trying to depict this man's home. It is where his heart and mind truly are but he feels pressured to adapt to new life. Very much like most human being, they all tend to have some place they can feel like they get away from judgments and responsibility of society. However, at the same time one may not know if he will be accepted back the same as before so it leads a person to ~~think~~ think.

The author portrays this reading in a first person perspective. Tom Whitecloud does this so it could be more relatable. He wrote this the way he did so it can be interpreted by all people not a select group. Tom Whitecloud's writing this in first person allows the reader to close his eyes and imagine this story but ~~not~~ about their own life. In the passage he states the closer he gets to home the more afraid the character gets. Just like many people that are afraid of when they make a decision how their parents or

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**Anchor Paper – Part 3 – Level 3 – C**

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family may react. The author also states at home he is free from being in classes where people just talk on and on. He doesn't have to worry about being graded on another person's opinion. Instead, he can relate and be free to dance with his people and be with family.

**Anchor Level 3–C**

The response introduces a clear central idea (*No matter the color of skin or type of religion this passage is relatable to all*) and a writing strategy (*The author portrays this reading in a first person perspective*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *first person perspective* to develop the central idea (*Tom Whitecloud does this so it could be more relatable and Tom Whitecloud's writing this in first person allows the reader to close his eyes and imagine this story but about their own life.*) The response presents ideas inconsistently and inadequately in an attempt to support analysis (*In the passage he states the closer he gets to home the more afraid the character gets*), making use of some evidence that may be irrelevant (*The author also states at home he is free from being in classes where people just talk on and on. He doesn't have to worry about being graded on another person's opinion*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that addresses the relatability of the text to a reader and identifies the central idea of the text, a second paragraph that introduces the writing strategy and ties the strategy to some aspects of the text, and concludes with a reference to the benefits of being at home (*he can relate and be free to dance with his people and be with family*). The response establishes and maintains a formal style, using appropriate language and structure (*He wrote this the way he did so it can be interpreted by all people not a select group*). The response demonstrates partial control of conventions with occasional errors (*definetely, quickly but, are but, most human being, sametime, reader ... their*) that do not hinder comprehension.

The Central Idea of Blue winds Dancing Is people should have love for their home. The Author uses the writing Strategy Conflict. The Author uses Conflict in the document. It states "I should be at home. But home is beyond the mountains." The student wanted to go home to his tribe but he remarks how beautiful his home is. It is stated in "line 15" "land which is my home! Beautiful, calm - where there is no hurry to get anywhere, no driving to keep up in the race that knows no ending and no goal." He loves his simple tribe because he doesn't have to worry about things in the city that worry people. He likes a simplistic life in the forest with his tribe. The student can't wait to return home. The conflict of him not being home makes him appreciate his home more. The student thinks fondly of his home but is upset about what his people will think about him leaving.

## Anchor Level 2–A

The response introduces a central idea (*The Central Idea of Blue winds Dancing Is People Should have love For their home*) and a writing strategy (*The Author uses the writing Strategy Conflict*). The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea (*He loves his simple tribe Because he doesnt have to worry about things in the city that worry People and The Student thinks foundly of his home*). The response presents ideas inconsistently and inadequately (*The Author uses Conflict in the document when it States “I Should Be at home. But home is Beyond the mountains.” The Student wanted to go home to his tribe But he remarks how Beatiful his home is stated in line 15 “... land Which is My home! Beautiful, calm – Where there is no hurry to get anywhere, no driving to Keep up in the race that Knows no ending and no goal”*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, using only one paragraph for analysis and evidence, and a reiteration of the writing strategy, with the introduction of a new idea to conclude the response (*The conflict of Him not Being home makes him apprecieat his home more. The Student thinks foundly of his home But is upset about what his People will think about him leaving*). The response lacks a formal style, using language that is basic (*The Author uses the writing Strategy Conflict and The Student cant wait to return home*). The response demonstrates partial control of conventions with occasional errors (*Blue winds Dancing; states “I; Beatiful; “... land; dosnt; He like a; cant; apprecieat; foundly*), as well as several capitalization issues, that do not hinder comprehension.

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Anchor Paper – Part 3 – Level 2 – B

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The central idea of the ~~passage~~ excerpt "Blue Winds Dancing" by Tom Whitecloud is <sup>home is</sup> a peaceful place. The central idea is supported by the author's use of setting. The central idea is <sup>home is</sup> a peaceful place because the narrator describes his home ~~as~~ as a beautiful, peace, calm place. An example that support the central idea is "That land which is my home! Beautiful, calm - where there is no hurry to get anywhere, no driving to keep up in a race that knows no ending and no goal." This example supports the central idea because the narrator ~~to the~~ describes his home as a peaceful place where competition and stress doesn't exist. The literary element use by the author is setting. An example that supports the use of setting by the author is "Here where all the trees grows in rows; the palms stand stiffly by the roadsides, and in the groves the orange trees line in military rows, and endlessly, bear fruit." This example shows the use of setting because the author describes the surroundings and landscape of the place he calls home.

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## Anchor Level 2–B

The response introduces a central idea (*The central idea of the excerpt “Blue Winds Dancing” by Tom Whitecloud is home is a peaceful place*) and a writing strategy (*The central idea is supported by the author’s use of setting*). The response demonstrates a superficial analysis of the author’s use of setting to develop the central idea, using only two quotes from the text, one as *an example that support the central idea* and one *that supports the use of setting* and stating the *central idea is home is a peaceful place because the narrator describes his home as a beautiful, peace, calm place*. The response presents ideas inadequately (*That land which is my home! Beautiful, calm... no driving to keep up in a race that knows no ending and no goal*) and inaccurately identifying the narrator’s “*place he calls home*” as “*Here where all the trees grows in rows; the palms stand stiffly ... and endlessly bear fruit*” in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, using only one paragraph that introduces the central idea and writing strategy, then addresses a pertinent quote and ends with an inaccurate and confused interpretation of a second quote (*This example shows the use of setting... of the place he calls home*), failing to create a coherent response. The response lacks a formal style, using language that is basic (*The central idea is home is a peaceful place because the narrator describes his home as a beautiful, peace, calm place*). The response demonstrates emerging control of conventions with some errors (*peace* for “peaceful”; *example ... support; goal.*” *this; doen’s exists; element use; authors describes; surroundings*) that hinder comprehension.

"Blues Winds Dance" the central idea is finding your way home when you're lost. "Now I try to study, but against the pages I see them again, driving southward. Going home." (Line 3-4) It's someone ~~th~~ trying to find answers to a path but struggling, because the answer keeps going one way south.

"It is hard to ride fruit cars. Bums break in. Better to ~~wait~~ wait for a cattle go back to the middle west, and ride that." (Line 34-36). Not wanting to take the simple stuff first but waiting for the better later. So finding your way home better than harder.

So, the final way of thought is waiting for the better and best way home. No, simple way or wrong answers but to take your time.

## Anchor Level 2–C

The response introduces a central idea (*“Blues Winds Dance” the central idea is finding Your way home when your lost*). The response does not include a writing strategy so there is no analysis of the author’s use of the writing strategy to develop the central idea. The response presents ideas inadequately, supplying only two quotes from the text that form the basis for generalized observations about *finding your way home better than harder*. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that contains a central idea and a loosely-connected quote from the text. A second paragraph contains a quote which attempts to support the central idea. The response ends with a summative conclusion (*So, the final way of thought is waiting for the better and best way home. No, simple way or wrong answers but to take your time*). The response demonstrates emerging control of conventions with some errors (*your; agian; struggleing, because; way. south; No, simple*) that hinder comprehension.

The Central Idea is about how a birds learns how to dance. So, people will go teach the birds how to dance and watch them dance. Some people will take birds as a pet and teach them how to dance anyway's. Basically, this central idea is a fantasy because people know that animals don't dance. So, some people is not going to believe that animals can't dance.

The author's use one of the strategy one that will be characterization because the author knows that animals can't dance because they know that is real life not a ~~fantasy~~ fantasy. So, the author wants us to think that animals can dance but, you know deep down they can't. It's says in the text that "Now I try to study if animals can dance". So, you know that people trying to say animals dance. But, they really don't at all.

### Anchor Level 1–A

The response introduces a confused central idea, stating that *the Central Idea is about how a birds learns how to dance*. The response names but does not develop a writing strategy (*The author’s use one of the Strategy and that will be characterization*). The response does not demonstrate analysis of the author’s use of the writing strategy to develop the central idea. Moreover, the central idea and writing strategy are based on an inaccurate interpretation of the text. The response presents very little evidence from the text, supplying only one partial quote (“*Now I try to Study if animals can dance*”). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response consists of two paragraphs, the first addressing a central idea and the second addressing characterization. However, these topics lack development. The response lacks a formal style, using language that is basic (*People will go teach the birds and Anyway’s; Basely*) or imprecise (*So, some people is not going to believe that animals can’t dance*). The response demonstrates emerging control of conventions with some errors (*birds learns, fanstay, people is, author’s use, the author It’s say’s, People trying to say*) that hinder comprehension. Although the response exhibits both Levels 1 and 2, it is a personal response and makes little to no reference to the text and can be scored no higher than a 1.

Wind is clear, and it cannot dance, therefore the literary element used is metaphor in line (title) "Blue Wind's Dancing". I rest my case.

**Anchor Level 1-B**

The response introduces a confused and incomplete central idea (*wind is clear, and it cannot dance*), and writing strategy (*Therefore the literary element used is metaphor*). The response presents no evidence from the text beyond referencing the title ("*Blue Wind's Dancing*"). The response is minimal, making assessment unreliable. The response is minimal, making assessment of conventions unreliable.

Part 3 – Practice Paper – A

In this text, the central idea presented is that everyone has a different perspective on life. Society and people in it all see how you live differently than the rest. It is full of judgement and criticism. The literary device presented to help back up the central idea is conflict.

The text, "Blue Wind Dancing," portrays conflict between the traditional living people and the Indians. Indians live differently than do the rest of society and just because of that they are forced to change their ways. "I am tired, I am weary of trying to ~~to~~ keep up this bluff of being civilized" (lines 21-22). This Indian does not like being forced to become civilized just because everyone else is. He doesn't like change. "These civilized white men want us to be like them - always dissatisfied, getting a hill and wanting a mountain" (lines 26-27). Society wants everyone to live the same way. Being different is not always a bad thing, if living the way they used too worked for them they shouldn't be judged for it.

The text also provides for the transition that the Indians had to make because of this conflict. They should not be peer-pressured into living a way they aren't comfortable with. "It means dancing to

the strings and customs and tradition; it means living in houses and never knowing or caring who is next door," (lines 24-26). The new way of living for them makes it very uncomfortable to adjust to. "... the smoke rise from the lodgehouses, and to feel the blue winds. I want to hear the drums; I want to hear the drums and feel the blue whispering winds" (lines 29-30). Their old way of living felt right to them, now the Indians cannot have an easy life to live because of change.

Everyone has a different perspective on life. The Indians like a countryish living style, while society and people now like modern living. Living where the nature grows instead of pollution cities. Transitioning is a very hard thing to do when living that specific tradition since way back when.

In The text provided to me the central idea is the longing to be free and to never fall to how others wish for you to be. As a Native American his people had to go through a lot of cultural changes when the "white man" came to his lands. As so he finds the white man's values inequitable and escapes out west to find his old life again.

The literary device that use in the text below is metaphors. When he uses the phrase "getting a hill and wanting a mountain," the author is using the metaphor to show the way the "white man" feels about how life should work.

And that is the literary element and central idea of the task.

In the excerpt of "Blue Moon Dancing," <sup>by Tom Whitecloud</sup> a central theme that society is a burden is present. The narrator describes his time in society and how difficult it is for him to live under all of the pressures that society provides. The imagery used in the excerpt also supports this idea. An example of this is, "Here where all the trees grow in rows; the palms stand stiffly by the roadsides, and in the groves the orange trees line in military rows ~~rows~~..." (lines 10-12). The imagery of the stiff and orderly rows of trees in this quote help to show how society bears down upon them and keeps them straight and in line. The trees are affected by society, as is the narrator. The narrator, who knows the wild beauty of trees, now sees the trees in this society and sees how they are stiff and monotonous. Another quote from the excerpt is, "On the boardwalk there are some Indian women in colored sashes selling bits of pottery... They hold up a piece and fix the tourists with black eyes until, embarrassed, he buys or turns away" (lines 47-48, 49-50). In this quote, the narrator is describing some native women who sell pottery to tourists. The colored sashes and bits of pottery help the reader to visualize ~~what~~ <sup>who</sup> these women are and what they must do to earn money in society at the time this story was written. The pressures of society have

forced them to sell these bits of pottery by making tourists feel guilty if they don't leave them without a purchase. A final quote from this excerpt is, "... a city sprawled by a lake - a city with a million people who walk around without seeing one another..." (lines 69-70). This quote describes a city filled with many many people. This city is society in the narrator's eyes with all of its people who don't interact with each other. Later, it states, "... a city with stores and police and intellectuals and criminals and movies and apartment houses; a city with its politics and libraries and zoos" (lines 70-71). This quote describes many attributes of the city. It helps the reader picture how many things are occurring at once in the ~~society~~ city and by listing them off like that, it also helps to convey the pressure and how complicated and tiring society is to the narrator. It is a burden to be a part of it and when he returns home, he feels a relief and a release from the society that has filled him with so much anxiety.

The excerpt of "Blue Winds Dancing" by Tom Whitecloud uses imagery to convey the central idea that society is a burden. By having the narrator describe what life is like in society, the reader can visualize the stress and pressures put upon him by his time living in society. The reader can also visualize what society has done to

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Part 3 – Practice Paper – C

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him and his people. The burden of society has a profound impact upon the narrator, and it is only when he returns home does he feel a release from this pressure.

the central idea is Peace  
in the woods and mountains.  
where people live at from  
the lodgeses houses.  
live the mountain is  
better for the the people  
that live there and more  
freely from live on the street  
and in the original public  
place

In the excerpt *Blue Winds Dancing* by Tom Whitecloud Whitecloud introduces the central idea that society is unnatural and that sometimes you need to take a break and enjoy the wild. Whitecloud says it best when he says "Being civilized means trying to do everything you don't want to, never doing anything you want to" (lines 4). In the excerpt Whitecloud shows the importance of getting outside of society and into the wild through his use of characterization.

The author's use of ~~description~~<sup>characterization</sup> conveys the central idea that in life you must take a break from society and explore nature. For example, in lines 28-30 Whitecloud says "I am tired. I want to walk again among the ghost-birches. I want to see the leaves turn in autumn, the smoke rise from the lodgehouses, and to feel the blue winds." Whitecloud doesn't mean he is literally tired he means he is worn out from the burdens of society and that he feels caged in society and he wants to be set free into the wild and be back home. The main character as he travels home is very descriptive on what he sees and hears and how it makes him feel. For instance, in lines 46-47 Whitecloud says "I leave him and head north to see mesa country. Las Cruces and the terrible Organ mountains, jagged peaks that instill fear and wondering". Whitecloud seems to find the most comfort in the unknown of nature. Whitecloud doesn't know the capabilities of the "jagged" mountains but it makes him feel comfortable because in society everybody tries to be perfect but he finds beauty in the imperfection of nature.

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Part 3 – Practice Paper – E

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Whitecloud also shows that society can make you think about everything and it is easier to think when you are in the wild. when he says "it is easy to think while looking at dancing flames" (line 61). when whitecloud is alone in the wild with ~~the~~ fire burning and it's just him ~~to~~ without the stresses of society ~~he~~ he is able to reflect and think about what is truly important.

**Practice Paper A – Score Level 3**

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

**Practice Paper B – Score Level 2**

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

**Practice Paper C – Score Level 4**

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

**Practice Paper D – Score Level 1**

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

**Practice Paper E – Score Level 3**

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

**Map to the Learning Standards  
 Regents Examination in English Language Arts  
 August 2022**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.4 (11-12)
2	MC	1	1	RL.5 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	L.5 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.5 (11-12)
8	MC	1	1	RL.2 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.5 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	L.5 (11-12)
13	MC	1	1	RL.2 (11-12)
14	MC	1	1	RL.5 (11-12)
15	MC	1	1	RI.3 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.5 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	RI.3 (11-12)
21	MC	1	1	RI.4 (11-12)
22	MC	1	1	RI.2 (11-12)
23	MC	1	1	RI.4 (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 2022 Regents Examination in English Language Arts* will be posted on the Department’s web site at <http://www.nysed.gov/state-assessment/high-school-regents-examinations/> 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 <https://www.surveymonkey.com/r/8LNLLDW>.
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.