

NEW YORK STATE COMPONENT RETEST

ENGLISH COMPONENT B MODULE 1

THURSDAY, MAY 6, 2010

SCORING KEY AND RATING GUIDE

Multiple Choice Key

1	4
2	3
3	2
4	4
5	1

Component B

(used for 2-point responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Component B

(used for 2-point responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element
or
- implies an explanation of the literary element
or
- has an unclear explanation of the literary element

AND

- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

Directions: Read the passages on the following pages (a short story excerpt and a poem). Write the number of the answer to each multiple-choice question on your answer sheet. Then write your responses to questions 6 and 7 in the space provided on your answer sheet. You may use the margins to take notes as you read.

Passage I

Not Much to It

Becky had only last week graduated from the McAllen College of Beauty Arts and Sciences and immediately found work at Cuts and More. Today she was at the bookstore picking up a how-to manual on manicures and fingernail polishing. She walked up to the customer-service counter and saw it was Chela working. They'd been kind of friends all through high school. Kind of. More like Chela and her group of girlfriends let Becky hang out with them because she was enrolled in the School-Within-a-School program and studying hairstyling. They were part of the A group and getting asked out all the time, so they had Becky do their hair, for free. "Practice," they called it. "We're actually helping you improve."

She knew better. They were taking advantage of her, plain and simple. Sure, the girls were nice enough to her; while she worked on their hair, they talked about their dates (who was the good kisser, who wasn't, who left the bigger tips at restaurants, who had the best manners, etc.) and let her into their circle in that way. But Becky knew she was only partway in. She heard the condescension in their casual chatting with her; she saw it in their turning to whisper the real juicy secrets to one another; she felt it in their too-tight hugs after their hair was cut and styled. Becky put up with it, though, because there was always the chance that they'd receive her into their midst. It was a long shot certainly, but a shot nevertheless.

It wasn't until close to finishing school that she began to realize she could never be one of them, no matter what. She wasn't a cheerleader or band member or an honors student; she was never pulled out of classes to meet with college recruiters; she wasn't being asked out by the captain of the football team, the first-chair sax player who performed a solo to a standing ovation at last year's Pigskin competition, not even by the guy who scored a near perfect on the SATs. Oftentimes, especially there toward the end, she had to remind herself of the sad reality: They all loved the work she did with their hair, and that's how she got to hang out with them. She'd be done with school in no time at all, she'd think, *and* with them. *They'll be out of my hair soon enough*, she liked saying to herself.

Then they'd throw her a curve, and she'd be back to imagining how great it would be if they thought she was cool enough for them. It had been Chela, for example, who'd put the idea into Becky's head to

keep studying after high school: “You’ve got a knack for this, Beck. Not just anyone can do hair. You need to share your gift with the world.” That’s how these girls talked, always big, always grand. But Becky appreciated Chela’s words of encouragement, and three weeks before high school graduation, she called up MCBAS and asked for an application packet. They told her that finishing her program at the high school would be enough. She’d be licensed. But she wanted more, not just a high school diploma like everyone else. She insisted, and after talking to several people there, she’d been accepted. Now, after an intensive three-month-long stint in salon management, she’d gotten a second diploma. It said she was board certified like her high school one did, but this one said “college,” and now she felt prepared to work in the beauty industry.

“Hey, Beck,” said Chela. “What you up to?” She was absently turning the pages of a magazine, a stack of books for reshelving beside her on the counter.

“Oh, hi, Chela,” Becky said. She hadn’t seen Chela or the others since graduation night. They’d gone to their parties, and she’d sat at home. “I’m here for a book I ordered. Can you check if it’s in?”

Chela typed Becky’s name into the computer, and a window popped open. She said, “Be back in a sec, Beck,” and in a few moments was walking to the counter with the book. She was flipping through it, smiling.

Becky remembered that patronizing¹ smirk from back in high school. She thought, *I can’t believe this. She’s laughing at me. How dare she? I mean, look who’s got a career—me—and who’s got a summer job—her. And what’s with the hair?*

“This it?” Chela said, showing Becky the cover.

“Yeah, that’s the one.” Becky thought, *And there’s that ugly tone in her voice to go with the look.*

“Anything else I can help you with? A book on pedicures, or hair coloring?” Chela smiled.

There it is again, Becky thought. She was sure of it. Chela poking fun at her chosen vocation. Like being a beauty technician was beneath her, but schlepping² to the back of the store to get a book for someone else wasn’t servile? Standing behind a desk and answering phones wasn’t menial? *Whatever,* Becky thought. *I’m going somewhere. I’ve got my five-, ten-, and twenty-year plans already charted out. She’s hawking³ books.*

It disturbed her, though, that try as she might, she’d never impress these girls. Her being in the workforce, not just passing the time at a temporary job until Daddy started paying for college, but busy in a legitimate, lifelong employment—it amounted to nothing

¹ patronizing: treating as inferior

² schlepping: moving slowly

³ hawking: selling

85 with them. She hoped that after school, things would've been different. They'd all be grown-ups and behave like it, but it was apparent today nothing had changed. And this bothered her. Becky was even more upset because caring what Chela thought still today made her stomach get all in knots. She figured she'd gotten over her insecurities after graduation. Obviously not.

—René Saldaña, Jr.

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Passage II

We Sit on the Stairs

we sit on the stairs sometimes
with our plum-painted lips
with our heads brightly wrapped
and our laughter emerging like womanhood
5 despite our empty pockets

we sit on the stairs sometimes
and the heat numbs our skin
and we wipe our brows
and shake our heads at the men
10 who walk by and wink at us

we sit on the stairs sometimes
and drink water from jars
and get up and dance
with the setting sun as our spotlight
15 and the radio playing our song

we sit on the stairs sometimes
and Emma throws her hands up in disgust
at another twisted newspaper story
and i smile because
20 she's funny when she's mad

we sit on the stairs sometimes
and i'm convinced there's a girl in Africa
with a bracelet on her ankle
and a fire in her heart
25 who looks just like Emma

we sit on the stairs sometimes
and the moon befriends the sky
the stars stand at attention
and Emma and i are at ease

30 we sit on the stairs sometimes
and trade dreams and secrets
and listen to folks at their windows
and watch the last of the shadows walk by

35 when we've had all that we can take
when we need to speak our minds
to keep from giving in and up
we sit on the stairs sometimes

—Yona C. Harvey

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Multiple-Choice Questions

Directions (1–5): Select the best suggested answer to each question and write its number in the space provided on the answer sheet. The questions may help you think about ideas and information you might want to use in your written responses. You may return to these questions any time you wish.

Passage I (short story excerpt): Questions 1–3 refer to Passage I.

- 1 Seeing Chela at the bookstore upsets Becky because she
- (1) does not have a job that pays well
 - (2) has to wait for the book she ordered
 - (3) thinks working at Cuts and More is beneath her
 - (4) cares about what her classmates think about her
- 2 Becky depicts Chela and her friends as
- (1) cruel
 - (2) friendly
 - (3) self-centered
 - (4) well-mannered
- 3 Throughout the passage, Becky is portrayed as
- (1) friendly but shy
 - (2) proud but insecure
 - (3) polite but sarcastic
 - (4) confident but irresponsible

Passage II (poem): Questions 4–5 refer to Passage II.

- 4 The setting of the poem is most likely
- (1) a village in Africa
 - (2) a farm in the country
 - (3) a boarding school for girls
 - (4) an apartment building in the city
- 5 The poem suggests that the speaker most values her friendship with Emma because Emma
- (1) helps her with her problems
 - (2) has a good sense of humor
 - (3) is cute and attracts boys
 - (4) is smarter than she is

Short-Response Questions

Directions (6–7): Write your responses to questions 6 and 7 in the space provided on the answer sheet.

6 Write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about friendship. Develop your controlling idea using specific examples and details from each passage.

7 Choose a specific literary element (e.g., theme, characterization, structure, point of view, etc.) or literary technique (e.g., symbolism, irony, figurative language, etc.) used by **one** of the authors and, using specific details from that passage, show how the author uses that element or technique to develop the passage.

QUESTION #6

Component B - Module 1 - Question # 6

In passage I, Becky had some people who she thought might be her friends. However, they were just a self-centered group of girls looking to get free hair styles from her. These girls had no respect for Becky. In order to have friendship there must be mutual respect. Encouragement is something else a friendship must have. Even though Chela encourages Becky to get a higher than high school education, she laughs at Becky when she gets a book on manicures and hairstyles. In passage II, the narrator's friend is Emma. Emma helps the narrator with her problems. Emma also makes her laugh. They have fun together even though they are poor. Emma is a good friend to the narrator. In a friendship you need respect, encouragement, help when it is needed, a person to laugh and have fun with and someone you can identify with. Emma is all of these things to the narrator.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*In order to have friendship there must be mutual respect. Encouragement is something else a friendship must have*) is supported with clear and appropriate details from both texts (*Becky had some people who she thought might be her friends ... just a self-centered group of girls looking to get free hair styles ... had no respect for Becky ... Chela encourages Becky to get a higher ... education, she laughs at Becky when she gets a book on manicures and hairstyles and the narrator's friend is Emma ... helps ... with her problems ... makes her laugh. They have fun together even though they are poor*). Language use is appropriate, although occasionally imprecise (*highers than high school education* and *too* for “to”), and errors in conventions (a missing comma and *Something*) do not hinder comprehension.

Friendship is not something that can be forced, but must come naturally. In Passage I, Becky was constantly trying to earn a place in the "A-group" but they refuse to give her respect. When she is a successful hair-stylist in the summer after graduation she encounters a girl she knew from that group and she smirks at the idea that Becky is a hairstylist. Becky is not like those girls, but in Passage II the two friends are very alike. Both like to laugh and neither has much money. The friends in Passage II display a relationship that is natural and easy, in comparison to Passage I, where it is fake.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Friendship is not something that can be forced, but must come naturally*) is supported with clear and appropriate details from both texts (*Becky was constantly trying to earn a place in the "A-group" but they refuse to give her respect. When she is a successful hair-stylist ... she encounters a girl ... from that group and she smirks at the idea that Becky is a hairstylist. Becky is not like those girls and the two friends are very alike. Both like to laugh and neither has much money*). Language use is appropriate and errors in conventions (*Becky was ... but they refuse, graduation she, group and she*) do not hinder comprehension.

Friendship is important to have in one's life. In Not Much to It by René Saldaña Jr. and in "We Sit on the Stairs" by Yona C. Harvey the importance of friendship is portrayed. In Not much to It a girl named Becky wants friendship so much that she lets herself get taken advantage of just so she can try and make friends. In "We Sit on the Stairs" it shows that friendship is important because even though the two women are poor they still have each other to make their lives good. These two literary works show how important friendship is in people's lives.

Score Point: 1

The response has a controlling idea (*Friendship is important to have in one's life*), supported with overly general information from both texts (*a girl named Becky wants friendship so much that she lets herself get taken advantage of just so she can try and make friends and even though the two women are poor they still have eachother to make their lives good*). Language use is appropriate, although occasionally imprecise (*to* for "two"), and errors in conventions (missing commas and *eachother*) do not hinder comprehension.

In both the passage and the poem they both talk about friendship. In the passage Becky was friends with Chela during school and then after graduation they never talked until Becky went to the book store. It shows that friendships don't last forever. In the poem there are two girls and they are on stairs seeing all these different things. I think it shows that when you're with your friends you can make anything fun.

Score Point: 1

The response has an unclear controlling idea (*they both talk about friendship*), supported with partial information from the first text (*Becky was friends with Chela during school and then after graduation they never talked until Becky went to the book store ... friendships don't last forever*) and overly general information from the second text (*there are two girls and they are on stairs seeing all these different things ... when you're with your friends you can make anything fun*). Language use is appropriate, although occasionally imprecise (*In both ... they both* and *your* for "you're"), and errors in conventions (*friendship In, Chela, school and then, don't, girls and they, on stairs, friends you*) may hinder comprehension.

Component B - Module 1 - Question # 6

The controlling idea about friendship is
you can always, count on the person, you that
chill with.

Score Point: 0

The response provides only a personal response to friendship, demonstrating no understanding of the task. There is no reference to either text.

PRACTICE SET

Component B - Module 1 - Question # 6

Friendship stems from listening and understanding each other. In "Not Much to It," Chela and her friends use Becky to do their hair but they never truly bond. Becky hears a lot of secrets but when there is a really juicy one it is whispered and she never hears it. "We Sit on the Stairs" is a passage about two best friends. These girls sit on the stairs and listen to each other's hopes and dreams and ^{they} listen to each other speak their minds.

In a friendship, one friend likes another for their personal characteristics and qualities. In the first passage, the girls did not like Becky for who she was but what she could do. Becky knew she did not have a friendship with these girls that used her. In the poem, the narrator likes Emma for who she is. She likes Emma when she's nice, happy, or mad. It doesn't matter what mood Emma is in, the narrator will always have a strong friendship with her. A friend will like their friend no matter what they do, or what they say. A friendship is not temporarily, it is forever.

In both passages establish a controlling idea that people use their friends to get different things. In the first passage Chela and her friends pretend to be friends with Becky because Becky is training to become a hairstylist. They use her to get their hair done for free. The following quote supports this "They were taking advantage of her, plain & simple. Sure the girls were nice enough to her; while she worked on their hair." In the second passage the author uses her friend in a whole different way. She uses Emma for laughter & advice. In the passage it says "when we've had all we can take when we need to speak our minds to keep giving in & up we sit on the stairs some times" this is saying that when the narrator needs her friend she is there ready to give up her time & advice.

Component B - Module 1 - Question # 6

A controlling idea about friendship is that you have to choose your friends carefully in the First story Not Much to It by René Saldaña Jr. Becky didn't choose good friends, but also she was very insecure and let them get to her. When she went to the book store and saw Chela, she was upset because she didn't get her approval. Whereas in WE sit on the stairs by Jona Harvey she had Emma who was always there for her.

Friendships can be seen as many things. In Passage I, friendship doesn't always mean loyalty and honor. Sometimes it means being a side kick. For example, Becky, the younger girl wants to have friends yet since she is not quiet what these group of girls want they say things to make her feel "wanted". In front of her they may be kind, but when nobody is looking they all make fun of her she knows this and is hurt by it. On the other hand, in Passage II, true friendship is shown. Two young girls sit together on their front step and are able to have fun by dancing (line 13) or when they need quiet time they are able to just sit and talk. (lines 34-37) True friends are always there for you and not just sometimes or behind your backs.

COMPONENT B, Module 1
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response has a controlling idea (*Friendship stems from listening and understanding each other*), supported with partial information from both texts (*Chela and her friends use Becky to do their hair but they never truly bond. Becky hears a lot of secrets but when there is a really juicy one it is whispered and she never hears it and These girls sit on the stairs and listen to each others hopes and dreams and they listen to each other speak their minds*). Language use is appropriate and errors in conventions (missing commas, *truely, each others hopes, each ... speak their minds*) do not hinder comprehension.

2. Score Point: 1

The response has a controlling idea (*In a friendship, one friend likes another for their personal characteristics and qualities*), supported with overly general information from both texts (*the girls did not like Becky for who she was but what she could do. Becky knew she did not have a friendship with these girls that used her and the narrator likes Emma for who she is ... when she's nice, happy, or mad. It doesn't Matter ... the narrator will always have a strong friendship with her*). Language use is appropriate, although occasionally imprecise (*that* for “who” and *temporarily* for “temporary”), and errors in conventions (*friend ... their, Matter, Mood, friend ... they do ... they say, a comma splice*) may hinder comprehension.

3. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*people use their friends to get different things*) is supported with clear and appropriate details from both texts (*Chela and her friends pretend to be friends with Becky because Becky is training to become a hairstylist ... to get their hair done for free ... “They were taking advantage of her, plain & simple. Sure the girls were nice enough to her; while She worked on their hair” and She uses Emma for laughter & advice ... “when we’ve had all we can take when we need to speak our minds to keep giving in & up we Sit on the Stairs some times” ... when the narrator needs her friend She is there ready to give up her time & advice*). Language use is appropriate, although occasionally imprecise (*In both passages establish and &*), and errors in conventions (missing commas, inappropriate capitalization, *keep giving* for “keep from giving,” *some times, times” this*) do not hinder comprehension.

4. Score Point: 1

The response has a controlling idea (*you have to choosE youR fRiends carefully*), supported with partial information from the first text (*Becky didn't choosE good friends ... She was vERy insEcurE and let them get to heR. When she went to the book stoRE and Saw Chela, she was upset because she didn't get heR approval*) and overly general information from the second text (*she had Emma who was always theRE for heR*). Language use is appropriate and errors in conventions (inappropriate capitalization, a missing period, *Harvey she*) do not hinder comprehension.

5. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*True friends are always there for you and not just sometimes or behind your backs*) is supported with clear and appropriate details from both texts (*In Passage I, friendship doesn't always mean loyalty and honnor ... means being a side kick ... Becky ... is not quiet what these group of girls want they say things to make her feel "wanted." In front of her they may be kind, but when nobody is looking they all make fun of her. She knows this and is hurt and in Passage II, true friendship is shown. Two young girls sit together on their front Step and are able to have fun by dancing ... or when they need quiet time they are able to just sit and talk*). Language use is appropriate, although occasionally imprecise (*quiet* for "quite" and *these* for "this"), and errors in conventions (*honnor*, missing commas, *their front Step, for you ... your backs*) do not hinder comprehension.

QUESTION #7

Component B - Module 1 - Question # 7

The use of italicized phrases to show the inner thoughts from the Becky's point of view reveal and emphasize the insecurity Becky has. When she meets Chela again after high school, Becky still has thoughts of Chela's condescension. The first thing Becky thinks is, "I can't believe this. She's laughing at me. How dare she? I mean, look what's got a career - me - and what's got a summer job - her. And what's with the hair?" (3). Though Becky does not say this directly to Chela, her thoughts show how she is insecure. She is insecure for having such thoughts and for not expressing them.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of italicized phrases to explain Becky's point of view in Passage I (*to show the inner thoughts ... reveals and emphasizes the insecurity Becky has*), supported with clear and appropriate evidence from the text (*When she meets Chela again ... Becky still has thoughts of Chela's condescension ... Becky thinks is, "I can't believe this. She's laughing at me. How dare she? I mean, look who's got a career – me – and who's got a summer job – her. And what's with the hair?" ... Becky does not say this directly to Chela, her thoughts show how she is insecure*). Language use is appropriate, although occasionally imprecise (*from the Becky's*), and errors in conventions do not hinder comprehension.

In Not Much to It by René Saldaña, Jr. a literary element helps develop the passage. The literary element is characterization. The author characterizes Becky as insecure, proud, worried and kind. The author characterizes Chela and her group of friends as nice, greedy, and sketchy. This helps develop the story. If there wasn't characterization then nobody would understand the friendship the girls had. Chela and her friends were nice but would use Becky to do their hair for free, and Becky knew she wouldn't be apart of that group. Although Becky was proud of herself, she was still insecure. Characterization is an important part of the passage.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of characterization in Passage I (*If there wasn't characterization then nobody would understand the friendship the girls had and Although Becky was proud of herself, she was still insecure*), supported with clear and appropriate evidence from the text (*Chela and her friends were nice but would use Becky to do their hair for free, and Becky knew she wouldn't be apart of that group*). Language use is appropriate, although occasionally imprecise (*apart* for "a part"), and errors in conventions (*Jr. a* and *Kind*) do not hinder comprehension.

Component B - Module 1 - Question # 7

In passage II, the author uses a lot of imagery. This helps develop the story because you can imagine what these two girls are doing and what they are dealing with. When it says, "we sit on the stairs Sometimes." you can picture them actually sitting on stairs just talking. When it talks about them dancing to their favorite song you can picture them dancing. This builds in the readers head a picture of what is happening in the poem. They then can understand and decipher it easier. Imagery is one of the best literary devices an author can use because it paints a picture of the story in the readers head.

Score Point: 1

The response has an unclear explanation of the literary technique of imagery in Passage II (you can imagine what these two girls are doing and what they are dealing with), supported with partial information from the text (When it says, "we sit on the stairs Sometimes." you can picture them actually sitting on stairs just talking. When it talks about them dancing to their favorite song you can picture them dancing). Language use is appropriate, although occasionally imprecise (to for "two"), and errors in conventions (Sometimes." you; song you; readers head) do not hinder comprehension.

Its a lot of happyness, hope. Because
there outside trying to make the best
of what they got and No Matter what
they are going to keep trying there
best. And hold on to what they got.
liveing there live to the fillist.

Score Point: 1

The response implies an explanation of the literary element of theme in Passage II (*Its a lot of happyness, hope*), supported with overly general information from the text (*there outside trying to Make the best of what they got and No Matter what they are going to keep trying there best. And hold on to what they got. liveing there life to the fillist*). Language use is appropriate, although occasionally imprecise (*there* for “they’re” and *there* for “their”), and errors in conventions (*Its; happyness; happyness, hope; misused periods; Make; they got; No; Matter; liveing; there live; fillist*) may hinder comprehension.

Component B - Module 1 - Question # 7

I am literary to ~~the~~ we sit on
the Stairs. Cause that what I do
When I chill with my people.

Score Point: 0

The response references Passage II, but chooses no literary element, demonstrating no understanding of the task.

PRACTICE SET

Component B - Module 1 - Question # 7

René Saldana, Jr's short story "Not much to it" uses much irony in the story, Becky the girl who was actually used throughout her high school years become successful. The girl who was always on top of the food chain in the high school is just working a summer job. Yet though Becky is successful she still feels inferior to her former friends.

Component B - Module 1 - Question # 7

The author of the first passage use the literary element of point of view to develop the passage.

The author's point of view is an insecure girl who is a talented hair stylist, but is not very popular in school. She desperately wants to be part of the circle of popular girls to escape being so unpopular. Even though she tries to be their friend they just use her for her talents and still keep her outside the circle. Through this point of view the author shows what is not a valued friendship and how things like this can leave people with problems, even after they thought they had moved on.

AUTHOR YONA C. HARVEY USES THE LITERARY ELEMENT OF SETTING TO DEVELOPE HER PASSAGE. SHE USES THE SETTING OF THE STAIRS TO SHOW WERE THESE GIRLS ARE FROM. IT SHOWS PROBABLY HOW THESE GIRLS ARE FROM AN URBAN AREA AND HOW THATS HOW THEY ENJOY THEIR TIME.

Component B - Module 1 - Question # 7

In the Passage "Not much to it" by René Saldaña Jr. she uses many different literary elements. One of them is point of view. She uses 3rd person point of view which helps the story flow better. With out this we would really know who is who and what is really happening. For example "More like Chela and her group of girlfriends let Bechy hang out with them because she was enrolled in the school-within-a-school program studying hairstyling." Without the author using the names of the characters (3rd person point of view) we would be very confused.

Component B - Module 1 - Question # 7

In "We Sit on the Stairs" by Yona C. Harvey, two girls are depicted as passing the days by spending time together on a set of stairs. From sitting on the stairs during the heat of the day to listening to the radio during the sunset, the friendship between the two girls seems strong. In fact, the stairs that they always sit on symbolizes the strong bond and support friendship gives. The girls have sat through all that has passed them on the stairs (the men that pass, the newspapers, the setting sun), but the stairs show that the two will always stay together, characterizing the bond the stairs have made. Overall, the poem shows how important friendship should be.

COMPONENT B, Module 1
ITEM 7
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response provides an explanation of the literary technique of irony in Passage I (*Becky the girl who was actually used throughout her highschool years become successful*), supported with partial information from the text (*The girl who was always on top of the food chain in the highschool is Just working a summer Job ... though Becky is successful she still feels inferior to her former friends*). Language use is occasionally imprecise (*uses much irony, in the highschool, Yet though*) and errors in conventions (missing commas, a comma splice, *highschool, Becky ... become, successful, Just, Job*) may hinder comprehension.

2. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage I (*the author shows what is not a valued friendship and how ... this can leave people with problems, even after they thought they had moved on*), supported with clear and appropriate evidence from the text (*an insecure girl who is a talented hair stylist, but is not very popular in school. She desperately wants to be part of the circle of popular girls ... though she tries to be their friend they just use her for her talents and still keep her outside the circle*). Language use is appropriate and errors in conventions (*The author ... use, develop, escape being so, friend they, view the*) do not hinder comprehension.

3. Score Point: 1

The response provides an explanation of the literary element of setting in Passage II (*the stairs to show where these girls are from*), supported with overly general information from the text (*It shows ... how these girls are from an urban area and ... how they enjoy their time*). Language use is appropriate, although occasionally imprecise (*were* for “where” and *how thats how*), and errors in conventions (inappropriate capitalization, *develop, thats*) do not hinder comprehension.

4. Score Point: 1

The response has an unclear explanation of the literary element of point of view in Passage I (*She uses 3rd person point of view which helps the story flow better and Without the author using the names of the characters ... we would be very confused*), supported with partial information from the text (*“More like Chela and her group of girlfriends let Becky hang out with them because she was enrolled in the School-within-a-School program studying hairstyling”*). Language use is appropriate, although occasionally imprecise (*3rd*), and errors in conventions (*“Not much to it,”* missing commas, *With out*, word omission, *School-within-a-School*) may hinder comprehension.

5. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism to explain the strong friendship between the two girls in Passage II (*the friendship ... seems strong ... the stairs ... symbolizes the strong bond and support friendship gives and the stairs show that the two will always stay together, characterizing the bond the stairs have made*), supported with clear and appropriate evidence from the text (*passing the days by spending time together on a set of stairs ... during the heat of the day to listening to the radio during the sunset and The girls have sat through all that has passed them ... the men ... the newspapers, the setting sun*). Language use is appropriate, although occasionally imprecise (*that* for “who”), and errors in conventions (*stairs ... symbolizes and have sat ... has passed ... that pass*) do not hinder comprehension.