

NEW YORK STATE COMPONENT RETEST

ENGLISH COMPONENT B MODULE 2

THURSDAY, MAY 14, 2009

SCORING KEY AND RATING GUIDE

Multiple Choice Key

1	1
2	4
3	2
4	3
5	2

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

Japanese Hamlet

He used to come to the house and ask me to hear him recite. Each time he handed me a volume of *The Complete Works of William Shakespeare*. He never forgot to do that. He wanted me to sit in front of him, open the book, and follow him as he recited his lines. I did
5 willingly. There was little for me to do in the evenings so when Tom Fukunaga came over I was ready to help out almost any time. And as his love for Shakespeare's plays grew with the years he did not want anything else in the world but to be a Shakespearean actor.

Tom Fukunaga was a schoolboy in a Piedmont home.¹ He had
10 been one since his freshman days in high school. When he was thirty-one he was still a schoolboy. Nobody knew his age but he and the relatives. Every time his relatives came to the city they put up a roar and said he was a good-for-nothing loafer and ought to be ashamed of himself for being a schoolboy at this age.

15 "I am not loafing," he told his relatives. "I am studying very hard."

One of his uncles came often to the city to see him. He tried a number of times to persuade Tom to quit stage hopes and schoolboy attitude. "Your parents have already disowned you. Come to your
20 senses," he said. "You should go out and earn a man's salary. You are alone now. Pretty soon even your relatives will drop you."

"That's all right," Tom Fukunaga said. He kept shaking his head until his uncle went away.

25 When Tom Fukunaga came over to the house he used to tell me about his parents and relatives in the country. He told me in particular about the uncle who kept coming back to warn and persuade him. Tom said he really was sorry for Uncle Bill to take the trouble to see him.

"Why don't you work for someone in the daytime and study at night?" I said to Tom.

30 "I cannot be bothered with such a change at this time," he said. "Besides, I get five dollars a week plus room and board. That is enough for me. If I should go out and work for someone I would have to pay for room and board besides carfare² so I would not be richer.

¹ Piedmont home: a boarding house for acting students

² carfare: money for transportation

35 And even if I should save a little more it would not help me become a better Shakespearean actor.”

When we came down to the business of recitation there was no recess. Tom Fukunaga wanted none of it. He would place a cup of water before him and never touch it. “Tonight we’ll begin with Hamlet,” he said many times during the years. *Hamlet* was his favorite
40 play. When he talked about Shakespeare to anyone he began by mentioning Hamlet. He played parts in other plays but always he came back to Hamlet. This was his special role, the role which would establish him in Shakespearean history.

There were moments when I was afraid that Tom’s energy and
45 time were wasted and I helped along to waste it. We were miles away from the stage world. Tom Fukunaga had not seen a backstage. He was just as far from the stagedoor in his thirties as he was in his high school days. Sometimes as I sat holding Shakespeare’s book and listening to Tom I must have looked worried and discouraged.

50 “Come on, come on!” he said. “Have you got the blues?”

One day I told him the truth: I was afraid we were not getting anywhere, that perhaps we were attempting the impossible. “If you could contact the stage people it might help,” I said. “Otherwise we are wasting our lives.”

55 “I don’t think so,” Tom said. “I am improving every day. That is what counts. Our time will come later.”

That night we took up Macbeth. He went through his parts smoothly. This made him feel good. “Some day I’ll be the ranking Shakespearean actor,” he said.

60 Sometimes I told him I liked best to hear him recite the sonnets. I thought he was better with the sonnets than in the parts of Macbeth or Hamlet.

“I’d much rather hear you recite his sonnets, Tom,” I said.

65 “Perhaps you like his sonnets best of all,” he said. “Hamlet is my forte. I know I am at my best playing Hamlet.”

For a year Tom Fukunaga did not miss a week coming to the house. Each time he brought a copy of Shakespeare’s complete works and asked me to hear him say the lines. For better or worse he was not a bit downhearted. He still had no contact with the stage people. He
70 did not talk about his uncle who kept coming back urging him to quit. I found out later that his uncle did not come to see him any more.

In the meantime Tom stayed at the Piedmont home as a schoolboy. He accepted his five dollars a week just as he had done years ago when he was a freshman at Piedmont High. This fact did not
75 bother Tom at all when I mentioned it to him. “What are you worrying for?” he said. “I know I am taking chances. I went into this with my eyes open, so don’t worry.”

80 But I could not get over worrying about Tom Fukunaga's chances. Every time he came over I felt bad for he was wasting his life and for the fact that I was mixed in it. Several times I told him to go somewhere and find a job. He laughed. He kept coming to the house and asked me to sit and hear him recite Hamlet.

85 The longer I came to know Tom the more I wished to see him well off in business or with a job. I got so I could not stand his coming to the house and asking me to sit while he recited. I began to dread his presence in the house as if his figure reminded me of my part in the mock play that his life was, and the prominence that my house and attention played.

90 One night I became desperate. "That book is destroying you, Tom. Why don't you give this up for a while?"

He looked at me curiously without a word. He recited several pages and left early that evening.

95 Tom did not come to the house again. I guess it got so that Tom could not stand me any more than his uncle and parents. When he quit coming I felt bad. I knew he would never abandon his ambition. I was equally sure that Tom would never rank with the great Shakespearean actors, but I could not forget his simple persistence.

100 One day, years later, I saw him on the Piedmont car at Fourteenth and Broadway. He was sitting with his head buried in a book and I was sure it was a copy of Shakespeare's. For a moment he looked up and stared at me as if I were a stranger. Then his face broke into a smile and he raised his hand. I waved back eagerly.

"How are you, Tom" I shouted.

105 He waved his hand politely again but did not get off, and the car started up Broadway.

—Toshio Mori

Toshio Mori: "Japanese Hamlet," from *The Chauvinist and Other Stories* by Toshio Mori. Copyright © 1979 by Asian American Studies Center, UCLA. Reprinted by permission of the Asian American Studies Center, UCLA.

IMPORTANT NOTICE

Component B Module 2

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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 The relationship between Tom and the narrator can be described as
 - (1) friendly but distant
 - (2) hostile but cautious
 - (3) mutually supportive
 - (4) suspiciously distrustful

- 2 Tom can best be described as
 - (1) troubled
 - (2) light-hearted
 - (3) talented
 - (4) single-minded

- 3 When Tom says, “I went into this with my eyes open” (lines 76 and 77), he means that he
 - (1) was willing to work hard to reach his goal
 - (2) understood that he might encounter problems
 - (3) was positive that he would succeed as an actor
 - (4) knew that eventually he would give up his dream

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

- 4 What is the best interpretation of “Pack your dreams. / They’re portable.” (lines 51 and 52)?
 - (1) You should pack your dreams away and forget about them.
 - (2) You should keep moving forward all the time.
 - (3) Dreams go with you no matter where you go.
 - (4) Dreams are small and can easily slip away.

- 5 Which statement best expresses the meaning of the poem?
 - (1) People’s dreams are often impractical.
 - (2) People should not abandon their dreams.
 - (3) Sharing a dream with others is the best way to achieve it.
 - (4) Chasing dreams can distract people from pursuing serious ambitions.

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 both passages to establish a controlling idea about never giving up. 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 2 - Question # 6

The controlling idea of both these passages is not to give up on your dreams, no matter what people say. In Passage I, Tom's dream is to be a Shakespearean actor. His family does not support him and disowns him. This does not phase his ambition to become an actor. The narrator supports him until the end of the passage when he tells him he needs to move on with his life. After that Tom doesn't come back to see the narrator, but the narrator runs into years later and sees him going to Broadway. This shows that he achieved his dream because he never gave up. In Passage II, line 9 says "They put me down" meaning they shot down his dream. But then in lines 50-51, it says "Remember: pack your dreams. They're portable." meaning you should take your dreams with you wherever you go, always pursue them. Also, lines 43-44 say "laugh last, risk last, pursue. Be you." meaning to be yourself, and pursue your dream, even if people put you down.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*not to give up on your dreams, no matter what people say*) is supported with clear and appropriate details from both texts (*Toms' dream is to be a shakespearean actor. His family does not support him and disowns him. This does not Phase his ambition ... The narrator supports him until the end ... he tells him ... to move on ... Tom doesn't come back ... the narrator ... sees him going to broadway ... he achieved his dream because he never gave up and "They put me down" meaning they shot down his dream ... "remember: Pack your dreams. They're Portable." Meaning you should take your dreams with you ... always Pursue them ... "laugh last, Push Past, Pursue. Be you." Meaning to be yourself, and Pursue your dream, even if People Put you down*). Language use is appropriate and errors in conventions (inappropriate capitalization; *Toms'*; *shakespearean*; *runs into years later*; *you.* "Meaning; yourself, and) do not hinder comprehension.

Persistence is the key to not giving up. In Toshio Mori's "Japanese Hamlet," from his collective work The Chauvinist and Other Stories, Mr. Mori told a story about Tom Fukunaga, a man who lived the better part of his life in a Piedmon home trying to be an actor. Though his relatives tried to deterr him from accomplishing this fete, Tom Fukunaga was not disheartened. Nether was the narritor of "Open mine: Doubtless" by Steve Ericson, who after awhile saw that he needed to do what brought him joy. Staying consistant with one's dreams and never giving upon them is the only way to achieve your dreams.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Persistence is the key to not giving up*) is supported with clear and appropriate details from both texts (*Tom ... lived ... his life in a Piedmon home trying to be an actor. Though his relatives tried to deterr him ... Fukunaga was not disheartened and the narritor ... who after awhile saw that he needed to do what brought him joy*). Language use is appropriate and errors in conventions (*Persistence, deterr, accomplishing, fete, Nether*) do not hinder comprehension.

In both these passages, the characters try very hard to achieve their dreams. In the first passage, Tom would recite lines from Shakespeare's work. This shows that he was committed to becoming an accomplished actor. In the second passage, it is about never giving up on your dreams. If you don't achieve one of your dreams it is always possible to find another dream and achieve it.

Score Point: 1

The response has a controlling idea (*the characters try very hard to achieve their dreams*), supported with partial information from both texts (*Tom would recite lines from Shakespeare's work ... he was committed to becoming an accomplished actor and never giving up on your dreams. If you don't achieve one of your dreams it is always possible to find another*). Language use is appropriate and errors in conventions (*dreams it*) do not hinder comprehension.

Have you ever thought of something that you wish you could do with your life? Many people in the world have dreams. In passage 1 and passage 2 it is clear that you should try hard for that dream and never give up. No matter how much people make fun of you and ~~all~~ try to dissuade you, never give up!

Score Point: 1

The response has a controlling idea (*you should try hard for that dream and Never give up*), supported with overly general information from both texts (*no matter how much people make fun of you and try to dissuade you*). Language use is appropriate and errors in conventions (*passage 2 it, Never, up. no*) do not hinder comprehension.

Giving up is never an option. Try to Succeed no matter what The courage to continue shows more strength and dedication. Never giving up makes a person wise. Anything can be achieved if thought is put towards it.

Score Point: 0

The response provides only a personal response to never giving up, demonstrating no understanding of the task. There is no reference to either text.

PRACTICE SET

One should never abandon their dreams. Dreams are hopes people have. Tom dreamed of being a Shakespearean actor. He studied to make himself better. One should do whatever he/she can to accomplish a dream. The poem says "Pack your dreams, They're portable. Wherever one goes their dreams should live on & one should do what is possible to achieve them.

The only way to achieve one's dreams is to keep trying and never give up, no matter how much others discourage one. "Japanese Hamlet's" Tom Fukunaga dreamed of becoming a Shakespearean actor even though his family discouraged and disowned him. He found someone who would help and encourage him, the narrator, and stayed with that positive energy. When the narrator finally gave up on him, he stopped visiting. Years later, he has made it to Broadway and is much closer to reaching his dream. Toshio Mori's message is that one cannot succeed by listening to others' discouragement. Steve Ericson's message is similar in "Open Mike: Doubtless." The speaker of his poem describes giving up on a dream because of someone else's negative opinion and then not wanting to tell anyone about his or her next goal. The speaker, like Tom, instead learned to ignore discouragement. Both characters knew that the only way to succeed is to never give up.

Dreams give people hope and desire to move forward and achieve their goals. Without dreams people would be depressed and lifeless. Shown in the passages dreams are important and keep you motivated. In the first passage the man's dream was to become a theatre actor his dreams helped him to achieve that. In the second passage people try to mock dreams but you can't let people do so.

Even though people say to give up dreams you shouldn't
In passage I Tom likes plays by Shakespeare
so all he does his whole life is practice them.
In the end he wastes his whole life doing that
and he never gets a job. In passage II it
talks about keeping your dreams even if people
tell you not to. So basically keep your
dreams.

In life one may want to become distracted or distant from what they want to pursue. Determination is one of the main characteristics one must have in order to achieve their dreams. In passage one Tom is extremely determined. His family abandons him for him wanting to become a Shakespearean actor. Even the narrator in the story urges him to get a job or pursue a career. However Tom sticks with his dream, and eventually achieves it. In passage two it states, "you share your dream and right away people laugh". (35) It also states, "pack your dreams their portable". (50) These two quotes simply explain your dreams never leave, so pursue them not matter what people think.

COMPONENT B, Module 2
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response has a controlling idea (*One should never abandon their dreams*), supported with partial information from the first text (*Tom dreamed of being a shakespearean actor. He studied to make himself better*) and overly general information from the second text (*“Pack your dreams, They’re portable*). Language use is appropriate, although occasionally imprecise (*he/she* and *&*), and errors in conventions (*One ... their, shakespearean, “Pack ...portable, acheve*) do not hinder comprehension.

2. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*The only way to achieve one’s dreams is to keep trying and never give up, no matter how much others discourage one*) is supported with clear and appropriate details from both texts (*Tom Fukunaga dreamed of becoming a Shakespearean actor even though his family discouraged and disowned him. He found someone who would help and encourage him ... the narrator finally gave up on him and The speaker of his poem describes giving up on a dream because of someone else’s negative opinion and then not wanting to tell anyone about his ... next goal ... instead learned to ignore discouragement*). Language use is appropriate and errors in conventions do not hinder comprehension.

3. Score Point: 1

The response has a controlling idea (*Dreams give people hope and desire to move foward and acheive their goals*), supported with overly general information from both texts (*the mans dream was to become a theatre actor his dreams helped him to acheive that and people try to mock dreams but you cant let people do so*). Language use is appropriate, although occasionally imprecise (*Shown in the passages and people try ... but you cant let people*), and errors in conventions (*foward, acheive, passages dreams, passage the, mans dream, actor his*) may hinder comprehension.

4. Score Point: 1

The response has a controlling idea (*Even though people say to give up dreams you shouldn't*), supported with partial information from the first text (*Tom likes plays by Shakespeare so all he does ... is practice ... he wastes his whole life ... and he never gets a job*) and overly general information from the second text (*keeping your dreams even if people tell you not to*). Language use is appropriate and errors in conventions (missing commas, a missing period, *Skakespeare*) may hinder comprehension.

5. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Determination is one of the main characteristics one must have in order to achieve their dreams*) is supported with clear and appropriate details from both texts (*His family abandons him for him wanting to become a Shakespearean actor ... the narrator ... urges him to get a job or pursue a career ... Tom sticks with his dream, and eventually achieves it and "You share your dream and right away people laugh" ... "pack your dreams their portable" ... These two quotes simply explain your dreams never leave, so pursue them not matter what people think*). Language use is appropriate, although occasionally imprecise (*their* for "they're" and *not* for "no"), and errors in conventions (*pursue, one ... their, one Tom, However Tom, quotes ... explain your dreams*) do not hinder comprehension.

QUESTION #7

In the passage titled "Japanese Hamlet", the author Toshio Mori uses point of view to develop it very well. Mori has the narrator describe how the character Tom Fukunaga has them go over lines to Shakespeare's plays everyday. In this passage you get to see the narrator's views towards Tom & how they change throughout time. Good examples of this would be how in the beginning the narrator says, "He wanted me to sit in front of him, open the book, & follow him as he recited his lines. I did willingly." Then towards the end of the passage, the narrator's attitude changes. Like when they say, "I got so I could not stand his coming to the house & asking me to sit while he recited."

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 (*you get to see the narrators views towards Tom & how they change throughout time*), supported with clear and appropriate evidence from the text (*in the beginning the narrator says, "He wanted me to sit in front of him, open the book, & follow him as he recited his lines. I did willingly." Then towards the end ... the narrators attitude changes ... "I got so I could not stand his coming to the house & asking me to sit while he recited"*). Language use is appropriate, although occasionally imprecise (&), and errors in conventions (*everyday, narrators views, the narrators attitude ... when they say*) do not hinder comprehension.

Steve Ericson's poem "open mike: Doubtless", provides the audience with a sense of reassurance and ambition. He establishes an idea about dreams, and that people should never give them up. Ericson also tells the audience to pick up their dreams and to keep moving forward with them. The author's use of repetition plays a key role in broadcasting these ideas and senses.

"Don't look back" appears in three different lines, as if pushing the audience to see what he sees. Steve Ericson wants his audience to believe him, and to believe in themselves in order to follow their dreams.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of repetition to emphasize a theme in Passage II (*Ericson's poem ... provides ... a sense of reassurance and ambition ... establishes an idea about dreams, and that people should never give them up and The author's use of repetition plays a key role in broadcasting these ideas*), supported with clear and appropriate evidence from the text (*Ericson also tells the audience to pick up their dreams and to keep moving forward with them and "Don't look back" appears in three different lines, as if pushing the audience to ... believe him, and to believe in themselves ... to follow their dreams*). Language use is appropriate and errors in conventions (*him, and*) do not hinder comprehension.

Component B - Module 2 - Question #7

The passage by Toshio Mori uses characterization to show Tom's struggle. In the passage they characterized Tom as a hard working person when it comes to acting, but when he is 33 and still studying he is characterized as a guy who needs to get on in his life, but in the end he is characterized as a winner.

Score Point: 1

The response provides an explanation of the literary element of characterization in Passage I (uses characterization to show Tom's struggle), supported with partial information from the text (They characterized Tom as a hard working person when it comes to acting ... he is 33 and still studying He is ... a guy who needs to get on in his life ... in The end He is ... a winner). Language use is appropriate, although occasionally imprecise (characterized a a and get on in his life), and errors in conventions (inappropriate capitalization, Hord, studying He, a guy who need, a missing period) may hinder comprehension.

The literary element I chose is imagery.

In the first passage there are very vivid images.

Some being when he's reading the plays or

at the end when he is on the bus on

Broadway. All these represent the literary

elements of imagery.

Score Point: 1

The response provides an unclear explanation of the literary technique of imagery in Passage I (*there are very vivid images*), supported with partial information from the text (*when he's reading the plays ... when he is on the bus on Broadway*). Language use is appropriate and errors in conventions (*the* and *elements of imagery*) may hinder comprehension.

In passage II good rhymes are used. This made it more interesting to read. I don't think there was a rhyme scheme it just rhymes good the whole time like a good freestyle. It keeps the reader interested and makes it easier to read and understand.

Score Point: 0

The response chooses rhyme as a literary element in Passage II, but makes no reference to the text.

PRACTICE SET

In the poem "Open Mike: Doubtless", author Steve Ericson makes impressive use of a variety of literary elements and techniques. He particularly makes use of personification, as he often gives human qualities to inanimate (or even intangible) objects or ideas such as dreams. For example, in lines 10-11, Ericson states that, "Bang! There my dream lay/ on the ground." By personifying his dream as laying on the ground, it offers a quality of pity and helplessness to his dream. In a sudden instant (as given by the onomatopoeia, "Bang!"), his great dream of going to the moon is shattered and deemed utterly impossible. Ericson also goes on to personify his joy as being uncontrollable: "...it popped up/ at the most/ inconvenient times, /effervesced/ in all my rhymes." This use of creative language truly emphasizes the spontaneous + uncontrollable quality of the joy he feels after having more dreams, and believing in them. This literary technique, in collusion with others, truly develops the poem in a unique and creative manner.

Toshio Mori shows how determined Tom is by letting the reader know that his parents have disowned him, his relatives want him to quit, and he is in acting school as a thirty something year old. Even with these frustrating obstacles he does not lose sight of his dream, and passion.

The author Toshiō Mori used the literary element of characterization throughout "Japanese Hamlet" to develop the passage. The character Tom Fukunaga was described in this passage through characterization. Throughout the passage, Fukunaga kept a consistent, dedicated approach in obtaining his dream to become a shakespearean actor. The quote, "He would place a cup of water before him and never touch it." suggests that Fukunaga was very serious about his desire to act. This allows the reader to conclude that Fukunaga is a very determined and ambitious individual. Also in the short story where various incidents where Fukunaga was mocked, as it was when his Uncle Bill repeatedly visited him only to put him down. Despite this however, Fukunaga continued to go after his goal which labeled him as a courageous person who perseveres through it all.

The literary element of point of view is demonstrated by the author Sven Ericson in passage II. The author talks about dreams and how dreams get abandoned. He also talks about how people should keep their dream and dreams follow people where ever they go.

Component B - Module 2 - Question #7

In the poem "Open Mike: Doubtless" Stave
Eruson uses the literary technique of metaphors to
show his point. In line 40 he compares doubt
to a seed. This was proper because it shows
it shows that if not if not checked it will
grow out of control.

COMPONENT B, Module 2
ITEM 7
PRACTICE SET ANNOTATIONS

1. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of personification and onomatopoeia in Passage II (*By personifying his dream as laying on the ground, it offers a quality of pity and helplessness to his dream; his great dream of going to the moon is shattered and deemed utterly impossible; emphasizes the spontaneous & uncontrollable quality of the joy he feels after having more dreams*), supported with clear and appropriate evidence from the text (*There my dream lay/on the ground, “Bang!”, “... it popped up/at the most/inconvenient times,/effervesced*). Language use is appropriate and errors in conventions (*onomatopoeia*) do not hinder comprehension.

2. Score Point: 1

The response implies an explanation of the literary element of characterization in Passage I (*shows how determined Tom is and Even with these frustrating obstacles he does not lose sight of his dream, and passion*), supported with partial information from the text (*his parents have disowned him, his relatives want him to quit, and he is in acting school as a thirty something year old*). Language use is appropriate, although occasionally imprecise (*in acting school as a thirty something year old*), and errors in conventions (*dream, and*) do not hinder comprehension.

3. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of characterization in Passage I (*Fukunaga kept a consistent, dedicated approach in obtaining his dream to become a shakespearean actor*), supported with clear and appropriate evidence from the text (*“He would place a cup of water before him and never touch it.” ... was very serious about his desire to act ... is a very determined and ambitious individual and Fukunaga was mocked ... when his Uncle Bill repeatedly visited him only to put him down ... Fukunaga continued to go after his goal ... a courageous person who perserveres*). Language use is appropriate, although occasionally imprecise (*where for “were”*), and errors in conventions (*shakespearean and perserveres*) do not hinder comprehension.

4. Score Point: 1

The response provides an unclear explanation of the literary element of point of view in Passage II (*talks about dreams and how people Should keep their dream*), supported with overly general information from the text (*how dreams get abandoned and dreams follow people where ever they go*). Language use is appropriate and errors in conventions (*author Steven, Also, Should, their dream, where ever*) do not hinder comprehension.

5. Score Point: 1

The response provides an explanation of the literary technique of metaphor in Passage II (*it shows ... that if not ... check it will grow out of controll*), supported with overly general information from the text (*he compaires doubt to a seed*). Language use is inappropriate (*it shows it shows that if not if not*) and errors in conventions (*Doubtless" Steve, metaphores, compaires, propper, if not check, controll*) may hinder comprehension.