

# NEW YORK STATE COMPONENT RETEST

## ENGLISH COMPONENT B MODULE 3

FRIDAY, MAY 15, 2009

### SCORING KEY AND RATING GUIDE

#### Multiple Choice Key

1	3
2	4
3	3
4	1
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

#### A Heart in Port

5 Sicily was the last place we lived before my father retired from the navy. I was three. My brother Stephen was eight. My mother called him “Stefano” for years. Now when he flies in to see her on his way to somewhere else, she calls him “Richard,” my father’s name.

10 Those years spent in the liltin-name places, I have come to understand, were my family’s happy times. My parents’ marriage required a change of scenery every few years, my father arriving home on leave like a returning hero, a handsome visitor dancing with my mother to songs on the radio sung in a language full of trills and rolled *r*’s. He was a wandering magician come to sit in our living room, pulling silk scarves and an ivory elephant out of his duffel bag for me. For my brother, there were hand-carved puppets and fragile paper birds, broken by bedtime.

15 While my father was at sea, my mother ventured from the American part of whatever town in which we were stationed. She spent afternoons in seaside shops, drinking coffee flavored with cardamom, or flower-scented tea. While the other navy wives bought their groceries at the commissary on base, she shopped at the local markets, where she once saw a jealous woman toss a headless chicken at the feet of her rival. I remember none of this. I was too young or not born yet. My mother told me these things later, dry-docked in our kitchen, washing dishes or ironing sheets. She told me how she’d stopped a man from beating a donkey by grabbing his stick away from him. She told me about the day my father took a wrong turn down a narrow jeep track that ended in a yard full of goats, and a man with one tooth came out of a shack and yelled and banged on the hood while my frightened father tried to turn the car around. She told me about the shy lizards that clung to the ceiling and the tile walls — she fed them bits of rice — and the newspaper boy who called every morning under her window, “*El Mundo! El Mundo!*”

25 I am the keeper of my mother’s stories now. I give them back to her on our weekly drives along Narragansett Bay, which is not Palermo, but is pretty in its own way, especially in autumn. The coast is more crowded now than when I was growing up here, but I imagine most seacoasts are: Tripoli, Havana, Cyprus, Panama, San Juan, Sicily.

As I look at the familiar views of beach and marsh, I give my mother  
back her stories: Fierce, beautiful women in black head-scarves. The  
40 smell of flowers and garbage. My father’s fear of foreigners, how he  
never learned to accept their insistent kindness.

My mother repeats her place names, her rosary of foreign  
ports of call, her gypsy lament. “Tripoli, Havana, Cyprus . . .” Then  
she dozes, her slight form hanging forward against the seat belt. I  
45 pull into the parking lot of the beach where we will walk until she is  
tired or cold.

—Dawn Paul

“A Heart in Port,” *The Sun Magazine*, October 2006. Used by permission of the  
author.

## Passage II

### Salt

There's a kind of glory in it,  
I think, though doctors warn  
of havoc it can do set loose  
In the body, able to rocket  
5 blood pressure way past danger.

But I crave it nonetheless,  
reaching for the fullest shaker,  
whitest crystals, pouring it on  
everything, anything, adding it  
10 to the pale trickle of flavor

that passes for soup in the  
cafeteria, sprinkling it on  
the tame grains of rice  
and tepid wilting leaves  
15 from the market's salad bar,

not denying its sting  
over chicken noodle casserole  
or macaroni and cheese,  
homey foods too plain to eat  
20 without salt, too boring

to consider without that  
familiar burn, that fall of white  
raining down on warmed-over leftovers.  
How else could anyone eat  
25 dingy washes of boiled broccoli

or formerly frozen carrots faded  
beyond recognition, vegetables  
far too blanched to think of  
without salt's savvy tossed  
30 on top? And when I say I'll cut

down, I'll take the shaker off  
the table, there's always butter,  
molten and balmy in saltiness,  
always cheese, its sharp tang  
35 of sodium intact whether you  
grate it, slice it, melt it.

Yes, my thirst is incredible,  
lush, wanton, so thick I drink  
far too many glasses  
40 of water per day, that fluid  
  
swelling membranes, cavities.  
If I could, I'd return  
to that childhood Jamaica trip:  
salty water, bluer than I knew  
45 water could be, buoying me up,  
  
slipping past my lips into my mouth,  
beloved taste of home in seas  
I'd never seen before. Relatives  
still say I couldn't get enough,  
50 child who didn't want to leave  
  
the sea, who drank that water  
deeply, flooding my mouth with it,  
loving its prickle on my tongue,  
knowing it belonged far within,  
55 where nothing else could reach.

—Allison Joseph

From *Imitation of Life*, © 2003 by Carnegie Mellon University Press. Reprinted with permission.

## 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 mother’s personality when the father was at sea was
  - (1) kind
  - (2) angry
  - (3) daring
  - (4) serene
  
- 2 The mother’s memories of living in other countries represent a life filled with
  - (1) fear
  - (2) love
  - (3) sadness
  - (4) excitement
  
- 3 The final paragraph of the passage conveys the idea that the narrator’s mother
  - (1) mourns her husband
  - (2) is glad not to be moving so often
  - (3) misses living in foreign countries
  - (4) is not happy living on Narragansett Bay

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

- 4 In lines 1 through 10, the speaker points out salt’s
  - (1) risks
  - (2) scarcity
  - (3) taste
  - (4) texture
  
- 5 The speaker suggests that salt makes her life
  - (1) scary
  - (2) interesting
  - (3) dangerous
  - (4) challenging

### 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 the need for adventure in life. 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**

Adventure adds a certain flair to life that otherwise could not be obtained. In A Heart in Port by Dawn Paul, a story is told about her mother's exciting life while living abroad. The author mentions that her mother always ventured away from the American parts of the town and associated with the locals. She recalls seeing fights with headless chickens and getting caught in a field filled with goats. The author describes these days of adventure filled travel as her family's happy times. In the passage 'Salt' by Allison Joseph she describes the adventure and risk of knowing that salt is bad for you, but continuing to use it. She also makes note of her childhood vacation to Jamaica where she drank her fill of salt water.

**Score Point: 2**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Adventure adds a certain flair to life that otherwise could not be obtained*) is supported with clear and appropriate details from both texts (*her mother always ventured away from the American parts of the town and associated with the locals ... seeing fights with headless chickens and getting caught in a field filled with goats ... describes these days of adventure filled travel as her family's happy times and she describes the adventure and risk of knowing that salt is bad for you, but continuing to use it ... makes note of her childhood vacation to Jamaica where she drank her fill of salt water*). Language use is appropriate and errors in conventions (*A Heart in Port, adventure filled, 'Salt' by Allison Joseph she, she describes ... but continuing*) do not hinder comprehension.

Everyone experiences a need for adventure in their life. Adventure gives people a sense of purpose; that their life is interesting enough to be worth living. The narrator's mother in Passage I sought out adventure in her everyday life as she felt this "need" for it. She would venture away from the normal and seek out the exciting to keep her life interesting and full of adventure. In Passage II, the speaker seeks out adventure in a different way, through her intake of salt. Her thirst for adventure is quenched through salt because of the risks salt presents to one's health. Many people, like the narrators of both passages, will seek out danger and take the risks simply to fulfill the need for adventure that so many people feel.

**Score Point: 2**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Everyone experiences a need for adventure in their life. Adventure gives people a sense of purpose; that their life is interesting enough to be worth living*) is supported with clear and appropriate details from both texts (*The narrator's mother ... sought out adventure in her everyday life as she felt this "need" for it. She would venture away from the normal and seek out the exciting to keep her life interesting and full of adventure and the speaker seeks out adventure in a different way, through her intake of salt. Her thirst for adventure is quenched through salt because of the risks salt presents to one's health*). Language use is appropriate and errors in conventions (*their life is, mother in Passage I sought, everyday, thirst*) do not hinder comprehension.

The need for adventure in life is an active theme throughout these passages. While eating alot of salt may not seem adventurous in the poem "Salt," the endangerment of the speaker's health is considered adventurous. In "A Heart In Port," the speaker's mother ventured out into local markets in foreign countries instead of getting food where it was safe. This is how both passages present the idea that there is a need for adventure in life.

**Score Point: 1**

The response implies a controlling idea (*there is a need for adventure in Life*), supported with partial information from both texts (*the endangerment of the speaker's health is considered adventurous and the speaker's mother ventured out into local markets in foreign countries instead of getting food where it was safe*). Language use is appropriate and errors in conventions (*alot* and *Life*) do not hinder comprehension.

Component B - Module 3 - Question # 6

When your father is in the military and when you like to have a lot of adventure in your life their are different things that you need to do. You can be different than everyone else or you can try different things with your food.

**Score Point: 1**

The response has an unclear controlling idea (*when you like to have a lot of adventure in your life their are different things that you need to do*), supported with overly general information from both texts (*When your father is in the military ... You can be different than everyone else and you can try different things with your food*). Language use is appropriate, although occasionally imprecise (*their* for “there”), and errors in conventions (*life their*) do not hinder comprehension.

Component B - Module 3 - Question # 6

My idea for adventure in life will be at Jamaica. Where I can climb down river falls when my folks see to do this. Is one of the highest water falls ever. Only ropes can go to this place.

**Score Point: 0**

The response provides only a personal response to adventure. The reference to Jamaica is not connected to the task or text, demonstrating no understanding.

# **PRACTICE SET**

My idea of an adventure in life using both passages is that adventures can come in many ways. You could travel the world like in Passage 1 or a battle over your self with salt. Either way they were both an adventure in life.

Adventure in life is very important.

It adds variety to your everyday.

In the first passage, it talks about how the family travels and moves their life all around the world. They

experienced so many oddities they weren't used to. These led to stories

and gifts that they based their lives off of. The second passage

reflects how a certain something

in the person's life reminds him

of their favorite part of being

back home. It makes him

who he is,

Component B - Module 3 - Question # 6

People always feel a need for adventure, even if that means they must take risks or put themselves in danger. The idea that being adventurous means taking risks can be seen in both Dawn Paul's short story "A Heart in Port" and Allison Joseph's poem "Salt." In her short story, Paul tells of her mother who would seek adventure by roaming the streets of the foreign nations she visited and picking fights with locals - two very risky things. In her poem, Joseph describes her love of salt and how even though too much can harm you, she puts it on everything she can. Both Dawn Paul's mother's and Allison Joseph's need for adventure in their lives caused them to take risks.

Childhood memories in foreign locations are the best there are. In Passage 1 she says her families happiest times are in foreign countries, and in Passage 2 the speaker remembers her trip to Jamaica because she loved the saltiness of the water. Foreign Countries leave good memories because it's something new and exciting and it brings families closer together.

Both "A Heart in Port" and "Salt" demonstrate human need for adventure, to keep life from being mundane. The author of "A Heart in Port" describes the exciting encounters her mother and father had in the places they lived, from the "jealous woman" who tossed "a madless chicken at the feet of her rival" to the man with one tooth who "yelled and banged on the hood [of the car]" while her father tried to escape. The author of "Salt" also describes her own personal adventures of taste while describing salt's impact on plain boring foods. These authors both demonstrate the need for adventure in life, which quite literally "spices" things up!

**COMPONENT B, Module 3**  
**ITEM 6**  
**PRACTICE SET ANNOTATIONS**

**1. Score Point: 1**

The response implies a controlling idea (*adventures can come in many way*), supported with overly general information from both texts (*You could travle the world and a battle over your self with salt*). Language use is appropriate, although occasionally imprecise (*a battle over your self*), and errors in conventions (*useing, many way, travle, your self, Ether, way they*) may hinder comprehension.

**2. Score Point: 1**

The response has a controlling idea (*Adventure in life is very important*), supported with partial information from the first text (*the family travels and moves their life all around the world. They experienced ... oddities they werent used to. These led to stories and gifts that they based their lives off of*) and overly general information from the second text (*the second passage reflects how a certain something in the Persons life reminds him of their favorite part of being back home. It makes him who he is*). Language use is appropriate, although occasionally imprecise (*based their lives off of*), and errors in conventions (*everyday, their life, werent, of. the, Persons life, reminds him of their*) 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 always feel a need for adventure, even if that means they must take risks or put themselves in danger*) is supported with clear and appropriate details from both texts (*Paul tells of her mother who would seek adventure by roaming the streets of the foreign nations ... picking fights with locals - two very risky things and Joseph describes her love of salt and how even though too much can harm you, she puts it on everything she can*). Language use is appropriate and errors in conventions do not hinder comprehension.

#### **4. Score Point: 1**

The response has an unclear controlling idea (*Childhood memories in foreign locations are the best there are*), supported with overly general information from the first text (*she says her families happiest times are in foreign countries*) and partial information from the second text (*the speaker remembers her trip to Jamaica because she loved the saltyness of the water*). Language use is appropriate and errors in conventions (*families ... times, saltyness, Countries ... it's something ... and it brings*) 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 (*Both ... demonstrate human need for adventure, to keep life from being mundane*) is supported with clear and appropriate details from both texts (*the exciting encounters her mother and father had ... from the "jealous woman" who tossed "a headless chicken at the feet of her rival" to the man with one tooth who "yelled and banged on the hood ... while her father tried to escape and The author ... describes her own personal adventures of taste while describing salt's impact on plain boring foods*). Language use is appropriate and errors in conventions (*plain boring foods*) do not hinder comprehension.

# **QUESTION #7**

One literary element used by Allison Joseph, the author of passage II, is point of view.

Throughout the poem she determines her point of view on the usage of salt on foods.

Throughout the poem she uses the word "I" a lot, thus indicating that she could be talking about herself in general. That she likes to put salt on most, if not all of her food choices. That even though there are risks for using a lot of salt on foods, she is willing to take that risk until it comes too unhealthy to eat that much salt anymore.

In conclusion, it is the author's point of view, that even though salt does have the potential to harm yourself, taking that risk may be worth it. Just putting a little more salt on the soup or rice might just be worth it.

**Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage II (*she uses the word "I" ... indicating that she could be talking about herself and even though salt does have the potential to harm yourself, taking that risk may be worth it*), supported with clear and appropriate evidence from the text (*she likes to put salt on most, if not all of her food choices ... even though there are risks ... she is willing to take that risk until it comes too unhealthy and Just putting a little more salt on the soup or rice might just be worth it*). Language use is appropriate, although occasionally imprecise (*their* for "there" and *comes* for "becomes"), and errors in conventions (*general. That; risks ... that risk; authors point; puting*) do not hinder comprehension.

In Allison Joseph's poem "Salt," the speaker craves the flavor of the title mineral. We find out in the end of the poem that she really craves her home in the sea. Salt serves in this poem as a symbol for adventure.

The taste of salt on the "tepid wilting leaves / from the market's salad bar" reminds the speaker of a fun childhood trip to Jamaica. Salt brings her back to her childhood, spent floating on "salty water, bluer than [she] knew / water could be." The flavor reminded her of the oceans and childhood that she wishes she could return to.

**Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage II (*the Speaker craves the flavor of the title mineral ... she really craves her home in the sea. Salt serves ... as a symbol for adventure*), supported with clear and appropriate evidence from the text (*The taste of salt on the "tepid wilting leaves/from the market's salad bar" reminds the speaker of a fun childhood trip to Jamaica. Salt brings her back to her childhood, spent floating on "salty water, bluer than ... water could be"*). Language use is appropriate and errors in conventions (*Speaker*) do not hinder comprehension.

One example of a literary technique used in Passage I by Damon Paul is irony. Irony is displayed throughout the entire passage. This passage is ironic because the family was most at home and together when they were on the road and always moving town to town. The author uses this literary technique to develop the passage by showing how ~~easy~~ constantly moving brought joy to the family and kept them united and happy.

**Score Point: 1**

The response provides an explanation of the literary technique of irony in Passage I (*the family was most at home and together when they were on the road and always moving*), supported with overly general information from the text (*by showing how constantly moving brought joy to the family and kept them united and happy*). Language use is appropriate and errors in conventions (*passge, always, techniqe, constaty*) do not hinder comprehension.

Component B - Module 3 - Question # 7

In the second passage the author uses the literary technique of symbolism. The symbolism is used for the salt talked of in the story. They symbolize it when they say "That fall of white raining down". It is also shown in the description of salty water in Jamaica as bluer and better than other water. The author uses the symbolism to develop the story into a non-repetitive passage.

**Score Point: 1**

The response provides an unclear explanation of the literary technique of symbolism in Passage II (*The symbolism is used for the salt talked of in the story*), supported with partial information from the text (*"That fall of white raining down"* and *the description of salty water in Jamaica as bluer and better than other water*). Language use is appropriate and errors in conventions (*passage the, say "That, non repetitive*) do not hinder comprehension.

Component B - Module 3 - Question # 7

Allison Joseph in her passage "Salt" uses metaphors to get her point across and to make her work of literature much more interesting to the reader. She uses examples and connections which allow the reader to create mental pictures of what is being portrayed in the passage.

**Score Point: 0**

The response demonstrates no understanding of the text. Although the response chooses metaphor as a literary technique, there is no support from the text.

# PRACTICE SET

Well in "Salt", the salt can be symbolic to salty foods used to replace salt when trying to cut back. From my point of view she had a salty adventure that was mainly about salt and ways to replace it. Then the speaker compares salt in her food to the food in the sea's of Jamaica. On line six the speaker says, "But I crave it nonetheless," on line twenty-one to twenty-two "to consider without that familiar burn, says the speaker. Then on line eight "whitest crystals, pouring it on everything", and line twenty-two "that fall of white raining down on warmed-over leftovers," shows a great deal of symbolism

Allison Joseph, the author of "Salt," uses imagery in her poem to develop its meaning. In the second stanza of the poem, Joseph describes the salt as white crystals. This image could imply a variety of things. For one, salt could be a gem to her, adding to the value of the flavours she experiences. But the white crystals could also symbolize a drug that brings with it new delightful sensations to the author. The author also refers to a salad as "lepid wilting leaves from the market's salad bar." This forms an image in the reader's mind of warm, soggy lettuce left overnight in a warm and dirty cafeteria. In other words, it is a disgusting and depressing image. This helps contrast salt's effect of livening up any dish which is the idea that the author wants to get through. Imagery in this poem helps to demonstrate how salt can fix the world's problems.

In the poem "Salt," the speaker uses vivid tactile imagery for salt. This helps to develop the passage by describing the reasons as to why the speaker loves salt so much. "Not denying its sting over chicken casserole." This part helps to distinguish how they feel.

In the first passage "A Heart in Port" uses many kind of literary techniques and one of them is symbolism. "A Heart in Port" means a person that live their whole life in the sea side and suddenly moves so it left her heart in a port because she was so used to it and love it so much that grew up there so it left all her child hood memories in that port. This happend in many different cases it doesn't have to be a port but in every case when a person leave their heart in one place it means they left many special memories in that spot.

Component B - Module 3 - Question #7

In passage I, the author uses setting to develop the passage. In this passage, the author tells about how her mother and brother lived in foreign countries while their father was in the navy.

The mother tells stories about living in different countries and visits those places with her daughter to relive the memories.

**COMPONENT B, Module 3**  
**ITEM 7**  
**PRACTICE SET ANNOTATIONS**

**1. Score Point: 1**

The response provides an unclear explanation of the literary technique of symbolism in Passage II (*the salt can be symbolic to salty foods used to replace salt when trying to cut back*), supported with partial information from the text (*the speaker compares salt in her food to the food in the sea's of Jamaica ... "But I crave it nonetheless," ... "to consider without that familiar burn ... "whitest crystals, pouring it on everything" ... "that fall of white raining down on warmed-over leftovers," shows a great deal of symbolism*). Language use is appropriate, although occasionally imprecise (*Then on line eight ... and line twenty two ... shows*), and errors in conventions (*symbolic to; view she; sea's of Jamaica; nonetheless," on; "to ... burn, says; eight "whitest;* a missing period) may hinder comprehension.

**2. Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of imagery and symbolism in Passage II, supported with clear and appropriate evidence from the text (*Joseph describes the salt as white crystals. This image could imply ... salt could be a gem to her, adding to the value of the flavours she experiences; the white crystals could also symbolize a drug that brings ... new delightful sensations to the author; The author also refers to a salad as "tepid wilting leaves from the market's salad bar." This forms an image ... of warm, soggy lettuce left overnight in a warm and dirty cafeteria ... a disgusting and depressing image. This helps contrast salt's effect of livening up any dish*). Language use is appropriate, although occasionally imprecise (*author wants to get through*), and errors in conventions (*her, adding*) do not hinder comprehension.

**3. Score Point: 1**

The response provides an explanation of the literary technique of imagery in Passage II (*by describing the reasons as to why the speaker loves salt so much*), supported with partial information from the text (*"Not denying its sting over chicken casserole"*). Language use is appropriate and errors in conventions (*vivid tactile and distinguish*) do not hinder comprehension.

#### **4. Score Point: 1**

The response implies an explanation of the literary technique of symbolism in Passage I (*when a person leave their heart in one place it means they left many special memorys in that spot*), supported with overly general information from the text (*an person that live their whole life in the sea side and suddently moves so it left her heart in a port and she was so used to it and love it ... grew up there ... left all her child hood memorys in that port*). Language use is imprecise (*In the first passage ... uses many* and “*A Heart in Port*” means ... *so it ... because she was so used to it and love it ... so it ... in that port*) and errors in conventions (agreement, grammar, spelling, *moves so, cases it*) may hinder comprehension.

#### **5. Score Point: 1**

The response provides an explanation of the literary element of setting in Passage I (*how her mother and brother lived in foreign countries while their father was in the navy*), supported with overly general information from the text (*The mother tells stories about living in different countries and visits those places with her daughter to relive the memories*). Language use is appropriate and errors in conventions (*the navy*) do not hinder comprehension.