

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT B  
MODULE 1**

**MONDAY, MAY 16, 2005**

**SCORING KEY  
AND  
RATING GUIDE**

Multiple Choice Key

1	4
2	3
3	1
4	2
5	3

## 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
- 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

#### Mrs. Manstey's View

5 The view from Mrs. Manstey's window was not a striking one, but to her at least it was full of interest and beauty. Mrs. Manstey occupied the back room on the third floor of a New York boardinghouse, in a street where the ash-barrels lingered late on the sidewalk and the gaps in the pavement would have staggered a Quintus Curtius<sup>1</sup>. She was the widow of a clerk in a large wholesale house, and his death had left her alone, for her only daughter had married in California, and could not afford the long journey to New York to see her mother. Mrs. Manstey, perhaps, might have joined her daughter in the West, but they had now been so many years apart that they had ceased to feel any need of each other's society, and their intercourse had long been limited to the exchange of a few perfunctory<sup>2</sup> letters, written with indifference by the daughter, and with difficulty by Mrs. Manstey, whose right hand was growing stiff with gout<sup>3</sup>. Even had she felt a stronger desire for her daughter's companionship, Mrs. Manstey's increasing infirmity, which caused her to dread the three flights of stairs between her room and the street, would have given her pause on the eve of undertaking so long a journey; and without, perhaps, formulating these reasons she had long since accepted as a matter of course her solitary life in New York.

20 She was, indeed, not quite lonely, for a few friends still toiled up now and then to her room; but their visits grew rare as the years went by. Mrs. Manstey had never been a sociable woman, and during her husband's lifetime his companionship had been all-sufficient to her. For many years she had cherished a desire to live in the country, to have a hen-house and a garden; but this longing had faded with age, leaving only in the breast of the uncommunicative old woman a vague tenderness for plants and animals. It was, perhaps, this tenderness which made her cling so fervently to her view from her window, a view in which the most optimistic eye would at first have failed to discover anything admirable.

30 Mrs. Manstey, from her coign of vantage<sup>4</sup> (a slightly projecting bow-window where she nursed an ivy and a succession of unwholesome-looking bulbs), looked out first upon the yard of her own dwelling, of which, however, she could get but a restricted glimpse. Still, her gaze took

<sup>1</sup> Quintus Curtius: first-century Roman historian who wrote about roads

<sup>2</sup> perfunctory: routine

<sup>3</sup> gout: painful inflammation of the joints

<sup>4</sup> coign of vantage: favorable position

35 in the topmost boughs of the ailanthus below her window, and she knew  
how early each year the clump of dicentra strung its bending stalk with  
hearts of pink.

40 But of greater interest were the yards beyond. Being for the most  
part attached to boarding-houses they were in a state of chronic untidiness  
and fluttering, on certain days of the week, with miscellaneous garments  
and frayed table-cloths. In spite of this Mrs. Manstey found much to  
admire in the long vista<sup>5</sup> which she commanded. Some of the yards were,  
indeed, but stony wastes, with grass in the cracks of the pavement and no  
shade in spring save that afforded by the intermittent leafage of the  
clotheslines. These yards Mrs. Manstey disapproved of, but the others, the  
45 green ones, she loved. She had grown used to their disorder; the broken  
barrels, the empty bottles and paths unswept no longer annoyed her; hers  
was the happy faculty of dwelling on the pleasanter side of the prospect  
before her.

—Edith Wharton

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<sup>5</sup> vista: view

## **IMPORTANT NOTICE**

### **Component B Module 1**

**The passage, “Tenderness” by Erica Funkhouser from *Pursuit: Poems by Erica Funkhouser*, copyright © 2002 by Erica Funkhouser and used by permission of Houghton Mifflin Company, can no longer be posted on the web site because of copyright restrictions. We apologize for this inconvenience.**

## 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 After reading this passage, one can tell that Mrs. Manstey
- (1) has a vivid imagination
  - (2) lives in the country
  - (3) is a young widow
  - (4) is often alone
- 2 This passage is about a woman who
- (1) wishes she had a better relationship with her neighbors
  - (2) worries about the state of disrepair of her neighborhood
  - (3) experiences great pleasure from watching the world from her window
  - (4) feels guilty because she cannot make the journey to see her daughter
- 3 Why does Mrs. Manstey disapprove of some neighboring yards?
- (1) They are bare of plants and flowers.
  - (2) They have no animals or hen-houses.
  - (3) They are surrounded with tall, solid fences.
  - (4) They have gardens that are not well-tended.

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

- 4 What is the woman's attitude toward the animals beneath her window?
- (1) worried
  - (2) curious
  - (3) annoyed
  - (4) overjoyed
- 5 This poem is about a woman who
- (1) thinks back on the full life that she has led
  - (2) is troubled by the nighttime activities in her yard
  - (3) recalls the small events that affect her life
  - (4) is saddened by having to watch the world from her bedroom

### 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 observing everyday 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

Component B – Module 1 – Question # 6

Everyday life is affected by the little, seemingly unimportant details. In Passage I, Mrs Manstey attributes a large part of her day to looking out of her window unto a truly sad picture. However, she finds beauty in this little world which resides under her window. The small world affects her life and how she manages to get through it. In Passage II, the woman is clearly affected by the little things, which have taken place in her day. The animals, which are cleaning the dirt off of each other are perfect examples. Such a small detail or observation can leave large impacts on someone's mind.

**Score Point: 2**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Everyday life is affected by the little, seemingly unimportant details*) is supported with clear and appropriate details from both texts (*Mrs Manstey attributes a large part of her day to looking out of her window unto a truly sad picture. However, she finds beauty in this little world which resides under her window and the woman is clearly affected by the little things, which have taken place in her day. The animals, which are cleaning the dirt off of each other are perfect examples*). The language is appropriate and errors in conventions do not hinder comprehension.

Component B – Module 1 – Question # 6

Lives are hectic and full, but have you ever just sat and observed life? Both women, in both passages, are watching the world go on without them. In passage I, Mrs. Manstey, because she is getting older and her contact with the outside world is limited, she stares out the window watching the world go on with life, seeing plants growing, seasons changing, and people growing up. She is an outsider in her own life and is a spectator to everyone else. The woman in the second passage is in a similar position, except instead of being held back by age and physical disability, she is held back by work, waiting for the end of the day to watch the world outside in its wonder.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Both women, in both passages, are watching the world go on without them*) is supported with clear and appropriate details from both passages (*she is getting older and her contact with the outside world is limited, she stares out the window watching the world go on with life, seeing plants growing, and the woman in the second passage...instead of being held back by age and physical disability...is held back by work*). The language is generally appropriate and errors in conventions do not hinder comprehension.

Component B – Module 1 – Question # 6

Watching the world evolve with out you brings thoughts of why a lonely person isn't as sociable as they should be. Mrs. Manstey's View shows how time kills Mrs. Manstey by making her grow more lonely over time and Tenderness by Erica Funkhouser shows how a lady is lonely because she is only left with memories and a view out her window. Both passages describe the feeling of loneliness.

**Score Point: 1**

The response presents an unclear controlling idea (*Watching the world evolve with out you brings thoughts of why a lonely person isn't as sociable as they should be*). Support refers to both texts, but some information is overly general (*Mrs. Manstey's View shows how time kills Mrs. Manstey by making her grow more lonely over time and Tenderness...shows how a lady is lonely because she is only left with memories and a view out her window*). The language is generally appropriate and errors in conventions (*loneliness*) do not hinder comprehension.

Component B – Module 1 – Question # 6

Every day life is hard for some people because they may be all alone and too old to be able to do something with their lives. Or they don't do anything besides look out their windows at other people or animals or other houses and yards, saying to themselves what is wrong with it.

**Score Point: 1**

The response presents an unclear controlling idea (*Every day life is hard for some people*). The support is unclear and overly general but does include images from the text (*too old* and *look out their windows at other people or animals or other houses and yards*). Imprecise language (*saying to themselves what is wrong with it*) contributes to the lack of clarity. Errors in conventions (*Every day* and *theirselves*) may hinder comprehension.

Component B – Module 1 – Question # 6

People have different motives  
of their own everyday life. Some  
people may go to work, exercise, or  
just stay at home. Everyone life's  
is different.

**Score Point: 0**

The response provides only a personal response to everyday life, making no reference to either text.

# PRACTICE SET

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Component B - Module 1 - Question # 6

In life ~~at~~ a lot of different and strange things happen around us. Different people observe things in different ways. In "Mrs. Manstey's View" and in "Tenderness," they both were looking at their surroundings through a window. It just so happened that Mrs. Manstey observed her neighbor's yards and in "Tenderness" she observed the animals playing in the dirt.

Component B - Module 1 - Question # 6

As people grow older, they often look back to see what their life was like. As portrayed in Passage 1, Mrs. Manstey was a very lonely old woman that took pleasure in looking out of her window to view the beautiful gardens in her neighborhood. Passage 2 writes about a woman, whom is very possibly <sup>middle-aged</sup> a, and how she looks back on what her life used to consist of. Mrs. Manstey looked back on the days when her husband was alive and her daughter was home and they had many visitors. In Passage 2 the author writes about the work conditions the woman is in.

Component B - Module 1 - Question # 6

Sometimes people around are so busy within their everyday lives that they never take the time to stop and enjoy life for its self. Mrs. Manstey, in Passage I, lives her life enjoying her view from ~~to~~ her boarding house window. "It was, perhaps, this tenderness which made her cling so fervently to her view from her window, a view in which the most optimistic eye would at first have failed to discover anything admirable." The woman in the Poem, Passage II, also looks at life in its fullest and enjoys the little things. "Rising to watch, she discovered the lilacs lit from below by every vine." To enjoy life to its fullest, look at all the small things that makes life beautiful.

Component B - Module 1 - Question # 6

When one observes everyday life they can  
realize the simple things in life and take a moment  
to <sup>put</sup> ~~to~~ ~~put~~ ~~aside~~ ~~the~~ ~~confusion~~ all the confusion.

Component B - Module 1 - Question # 6

Many people find comfort in observing everyday life. Elderly people often find a type of friendship in nature. Edith Wharton's "Mrs. Manstey's View" tells of an older woman who enjoys looking out her window at the gardens below. She has become isolated due to trouble walking and no family nearby. She is able to enjoy the peace offered by nature. Finding this peace is also the theme in Erica Ferakhouse's poem "Tendergrass." After a long day, a woman looks outside to see the beauty of nature. She reflects on the day and finds comfort thinking back on the day's events. Observing everyday life through nature brings many people comfort.

**COMPONENT B, Module 1**  
**ITEM 6**  
**PRACTICE SET ANNOTATIONS**

**1. Score Point: 1**

The response presents a controlling idea (*In life a lot of different and strange things happen around us. Different people observe things in different ways*). The response refers to both texts, but only partially supports the controlling idea (*They both were looking at their surroundings through a window...Mrs. Manstey observed her neighbor's yards and in "Tenderness" she observed the animals playing in the Dirt*). The language is generally appropriate and errors in conventions (*Dirt*) do not hinder comprehension.

**2. Score Point: 1**

The response presents an unclear controlling idea (*As people grow older, they often look back to see what their life was like*). Support refers to both texts, but some information is unclear or unsubstantiated (*a woman, whom is very possibly middle-aged, and how she looks back on what her life used to consist of. Mrs. Manstey looked back on the days when her husband was alive and her daughter was home and they had many visitors*). The language is generally appropriate and errors in conventions (*whom* for "who") do not hinder comprehension.

**3. Score Point: 2**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Sometimes people around are so busy within their everyday lives, that they never take the time to stop and enjoy life for it's self*) is supported with clear and appropriate details from both texts (*Mrs. Manstey...lives her life enjoying her view from her boarding house window. "It was, perhaps, this tenderness which made her cling so fervently to her view from her window, a view in which the most optimistic eye would at first have failed to discover anything admirable" and "Rising to watch, she discovered the lilacs lit from below by ivory vinca.*). The language is appropriate and errors in conventions (*it's self* and *makes* for "make") do not hinder comprehension.

**4. Score Point: 0**

The response provides a controlling idea (*When one observes everyday life they can realize the simple things in life and take a moment to put aside all the confusion*). However, there is no reference to either text.

**5. Score Point: 2**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*Observing everyday life through nature brings many people comfort*), and supported with clear and appropriate details from both texts (*an older woman who enjoys looking out her window at the gardens below. She has become isolated due to trouble walking and no family nearby. She is able to enjoy the peace offered by nature and After a long day, a woman looks outside to see the beauty of nature. She reflects on the day and finds comfort thinking back on the day's events*). The language is generally appropriate and errors in conventions (*everday*) do not hinder comprehension.

# QUESTION #7

Component B – Module 1 – Question #7

In passage 1 the author uses irony to help develop the story. Even though Mrs. Manstey is alone because her husband has died, her daughter has moved to the opposite side of the country, and her friends are rarely around, she is never really alone. When ever she needs comfort or needs joy in her life she needs only to go as far as her bow-window and glance out across the many yards in her limited sight. She no longer needs the socializing found with other people! For she has found it when she looks out across the world from her window. The yards full of plants and the ones found bare bring her all the happiness she needs.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of irony in Passage I (*Even though Mrs. Manstey is alone because her husband has died, her daughter has moved to the opposite side of the country, and her friends are rarely around, she is never really alone*), supported with clear and appropriate evidence from the text (*When ever she needs comfort or needs joy in her life she needs only to go as far as her bow-window and glance out across the many yards in her limited sight. She no longer needs the socializing found with other people*). The language is generally appropriate and errors in conventions (*When ever*) do not hinder comprehension.

Component B – Module 1 – Question # 7

The literary element of setting is used extensively in the work "Mrs. Manstey's View". The author places the story in NYC where an old widow lives nearly alone. This old widow likes to look out her window at the yards below her. Most of these yards aren't perfect, but Mrs. Manstey stills likes them. Setting is important because if this were set in the country then it wouldn't be tragic to have a lady looking at yards. Since this story is set in New York City, it seems kind of strange that a lady would look at tiny unkept yards. The point that the author is trying to make is that even in a place like NYC, familiarity can bring joy into people's lives.

**Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of setting in Passage I (The author places the story in NYC where an old widow lives nearly alone. This old widow likes to look out her window at the yards below), supported with clear and appropriate evidence from the text (Since this story's set in New York City, it seems kind of strange that a lady would look at tiny unkept yards. The point that the author is trying to make is that even in a place like NYC, familiarity can bring joy into people's lives). The language is generally appropriate and errors in conventions (unkept) do not hinder comprehension.

Component B – Module 1 – Question # 7

Edith Wharton uses tremendous visualizations in her short story "Mrs. Manstey's View". She does this directly by describing everything in an organized fashion. Some of the best images I had in my head came from lines 4 and 5. It represented how she was in a rougher part of the city which was very gloomy. This helped to put an image in my head of a widow all alone in a big city with the rougher parts of town being where she lived.

**Score Point: 1**

The response has an unclear explanation of the use of imagery in Passage I, as it only alludes to imagery and support is overly general (*She does this directly by describing everything in an organized fashion...It represented how she was in a rougher part of the city which was very gloomy. This helped to put an image in my head of a widow all alone in a big city*). The language is occasionally imprecise (*with the rougher parts of town being where she lived*) and repetitive. Errors in conventions do not hinder comprehension.

Component B – Module 1 – Question # 7

The author, Eric's Funkhouser, uses theme in the poem *Tenderness*. An example from the text that shows the theme is when she lies in bed and looks back and remembers past experiences. ~~at~~ Remembering what happened in the past is the theme in the poem

**Score Point: 1**

The response has an unclear explanation of the use of theme in Passage II (*Remembering what happened in the past is the theme in the poem*), and provides partial support from the text (*An example from the text that shows the theme is when she lies in bed and looks back and remembers past experiences*). The language is generally appropriate and errors in conventions do not hinder comprehension.

Component B – Module 1 – Question # 7

The author used point of view in  
passage 11 to get the point across to the  
reader better.

**Score Point: 0**

The response demonstrates no understanding of the text and task. Although the response chooses point of view as a literary element, there is no support from the text.

# PRACTICE SET

Component B - Module 1 - Question # 7

The passage I contains the characterization of an elderly woman. The author conveys the woman as a lonely woman who sits in her room and watches neighbors.

Component B - Module 1 - Question # 7

"In Mrs. Manstey's View" the authors  
used Point of view to create the story.

Component B - Module 1 - Question # 7

The Literary technique of symbolism was used in the passage Mrs. Manstey's View written by Edith Wharton. Mrs. Manstey's window symbolizes what she wanted and how she wanted her life to be. "In spite of this Mrs. Manstey found much to admire in the long Vista which she commanded." Mrs. Manstey always dreamt of living in the country. Her window let her see nature at its fullest along with ~~the~~ her neighbor's yards and let's her pick out what she would have had in her yard. The only ~~an~~ enjoyment she had left was her "vague tenderness for plants and animals." This is what brought her to love her window and become so attached to the view.

Component B - Module 1 - Question # 7

In passage I the author uses characterization. The author does this by make the main character a widowed, old woman, who didn't have many people visit her. The old woman helped emphasize the main idea of the passage.

Component B - Module 1 - Question # 7

Erica Funkhouser, the author of Tenderness, uses figurative language to highlight the things that the woman in the passage finds beautiful. In lines four and five she talks about the animals combing each others hair for dirt. By using the word "comb" the animals are given a more human-like attribute. The first few lines tells of the lilacs being lit by ivory vinca. The ivory vinca do not literally emit light. The message that is interpreted is that they exonerate the beauty of the lilacs.

**COMPONENT B, Module 1**  
**ITEM 7**  
**PRACTICE SET ANNOTATIONS**

**1. Score Point: 1**

The response chooses characterization as a literary element in Passage I (*the characterization of an elderly women*), and provides partial support from the text (*a lonely women who sits in her room and watches neighbors*). The language is brief and occasionally imprecise and errors in conventions (*women* for “woman”) may hinder comprehension.

**2. Score Point: 0**

The response demonstrates no understanding of the text and task. Although the response chooses point of view as a literary element, there is no support from the text.

**3. Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage I (*Mrs. Manstey’s window symbolizes what she wanted and how she wanted her life to be*), supported with clear and appropriate evidence from the text (*Mrs. Manstey always drempt of living in the country. Her window let her see nature at it’s fullest along with her neighbor’s yards and let’s her pick out what she would have had in her yard*). The language is generally appropriate and errors in conventions (*drempt* and *let’s* for “lets”) do not hinder comprehension.

**4. Score Point: 1**

The response chooses characterization as a literary element in Passage I (*the main chacter a widowed, old woman, who didn’t have many people visit her*), and provides partial support from the text (*The old woman helped emphasize the main idea of the passage*). The language is generally appropriate and errors in conventions (*make* for “making”) do not hinder comprehension.

**5. Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of figurative language in Passage II (*uses figurative language to highlight the things that the woman in the passage finds beautiful*), supported with clear and appropriate evidence from the text (*the lilacs being lit by ivory vinca. The ivory vinca do not literally emit light. The message that is interpreted is that they excenuate the beauty of the lilacs*). The language is appropriate and errors in conventions do not hinder comprehension.