NEW YORK STATE
COMPONENT RETEST

ENGLISH
COMPONENT B
MODULE 3

WEDNESDAY, MAY 17, 2006

SCORING KEY
AND
RATING GUIDE

Multiple Choice Key

1	3
2	4
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 (an essay excerpt and a short story excerpt). 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 Life of Learning

As I began the task of putting the pieces together that would describe how I moved from one stage of intellectual development to another, I was reminded of a remark that Eubie Blake[1] made as he approached his ninety-ninth birthday. He said, "If I had known that I would live this long I would have taken better care of myself." To paraphrase him, if I had known that I would become a historian I would have kept better records of my own pilgrimage through life. I may be forgiven, therefore, if I report that the beginnings are a bit hazy, not only to me but to my parents as well. For example, they had no clear idea of when I learned to read and write. It was when I was about three or four, I am told.

My mother, an elementary school teacher, introduced me to the world of learning when I was three years old. Since there were no daycare centers in the village where we lived, she had no alternative to taking me to school and seating me in the rear of her classroom where she could keep an eye on me. I remained quiet but presumably I also remained attentive, for when I was about five my mother noticed that on the sheet of paper she gave me each morning, I was no longer making lines and sketching out some notable examples of abstract art. I was writing words, to be sure almost as abstract as my art, and making sentences. My mother later said that she was not surprised much less astonished at what some, not she, would have called my precocity[2]. Her only reproach—to herself, not me—was that my penmanship was hopelessly flawed since she had not monitored my progress as she had done for her enrolled students. From that point on, I would endeavor to write and, through the written word, to communicate my thoughts to others.

My interest in having some thoughts of my own to express was stimulated by my father who, among other tasks, practiced law by day and read and wrote by night. In the absence of any possible distractions in the tiny village, he would read or write something each evening. This was my earliest memory of him and, indeed, it was my last memory of him. Even after we moved to Tulsa, a real city, and after we entered the world of motion pictures, radio, and television, his study and writing habits remained unaffected. I grew up believing that in the evenings one either read or wrote. It was always easy to read something worthwhile, and if one

[1] Eubie Blake: a musician, composer, and performer born in Baltimore in 1883
[2] precocity: early development of intellectual or emotional maturity

worked at it hard enough he might even write something worthwhile. I continue to believe that.

—John Hope Franklin

From *Louisiana State University Press* "A Life of Learning," from *Race and History: Selected Essays 1938–1988* by John Hope Franklin. Copyright © 1990 by Louisiana State University Press. Reprinted by permission.

IMPORTANT NOTICE

Component B Module 3

The passage, "The First Day" by Edward P. Jones from *Lost in the City*, copyright © 1992 and used by permission of William Morrow and 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 (essay excerpt): Questions 1–3 refer to Passage I.

1 Why was Franklin's mother not surprised by his precocity?

(1) She had been trying to teach him to read and write.
(2) She knew he had been learning to read in daycare.
(3) She expected her child to read and write early in life.
(4) She also learned to read and and write when she was very young.

2 What did Franklin's mother regret?

(1) taking her son to school with her
(2) giving her son no access to television and radio
(3) being unable to remember when her son learned to read
(4) failing to keep track of her son's progress in penmanship

3 What lesson did Franklin learn from the way his father spent his evenings?

(1) that reading and writing are important
(2) how to sketch out abstract art on paper
(3) that television is more fun than reading
(4) how to write words and make sentences

Passage II (short story excerpt): Questions 4–5 refer to Passage II.

4 Why does the mother take so many papers out of her pocketbook (lines 36–46)?

(1) She knows they are all required for registration.
(2) She is determined to get her child into school.
(3) She wants to prove that she knows how to read.
(4) She has needed this many papers in other places.

5 The child is most likely learning from her mother that education is

(1) only a luxury
(2) fun for children
(3) worth facing challenges
(4) less important than experience

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 education. 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 3 – Question # 6

Both Passage I and Passage II try to establish the importance of education. Both passages show this through parents trying to teach their children just how important education is. Whether it be a well educated mother who is a teacher herself in passage one or an uneducated, illiterate mother in passage two both want their children to get a good education. The mother in passage one brings her son into her elementary class everyday since he was but just a couple of years old. Meanwhile the mother in passage two who herself cant even read the registration forms does whatever she has to, to get her son enrolled in school even if it means giving another women money for filling out the paperwork.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*importance of education*) is supported with clear and appropriate details from both texts (*The mother...brings her son into her elementary class everyday since he was but just a couple of years old* and *the mother...who herself cant even read the registration forms does whatever she has to, to get her son enrolled in school even...giving another women money for filling out the paperwork*). Language use is generally appropriate and errors in conventions (*everyday* for "every day", *women* for "woman", a missing apostrophe, misuse of commas) do not hinder comprehension.

Component B – Module 3 – Question # 6

Learning how to read + write are skills that we need to live our every day lives. These two skills are gained at a very young age + stay with us for life. In passage I franklin learns to read + write at the age of 3 while observing his mothers classes. He says that from watching his father write he learned that writing is very important. In passage II a woman goes to enrole her child in school but when she has to fill out the forms she admits to not being able to read. Passage II is a good example of reading + writing being used in every day life.

Score Point: 1

The response presents a controlling idea (*learning how to read & write are skills that we need to live our every day lives*), supported with partial information from the first text (*Franklin learns to read & write at the age of 3 while observing his mothers classes* and *watching his father write he learned that writing is very important*) and overly general support from the second text (*a woman goes to enrole her child in school but when she has to fill out the forms she admits to not being able to read*). Language use is appropriate and errors in conventions (*every day* for "everyday", a missing apostrophe, *enrole*, misuse of commas) do not hinder comprehension.

Component B – Module 3 – Question # 6

To have an education is important, with out an education why live life. This Controlling idea Can reflect each passage. Franklin's Mother new the importance of an education, so since there where no day care Centers near home She took Franklin to school with her and he became Precocity. In Passage II The mother took so many papers to the registration b/c She couldn't read, She new the importance of an education and was determined to get her chid into school. These are 2 reason's why Education is so important.

Score Point: 1

The response presents a controlling idea (*To have an education is important, with out an education why live life*). The response refers to both texts, but only partially supports the controlling idea (*no day care centers near home She took Franklin to school with her and he became Precocity, The mother took so many papers to the registration b/c She couldn't read, was determined to get her chid into school*). Language use is generally appropriate and errors in conventions (comma splices, *with out* for "without", misuse of punctuation, *new* for "knew", *where* for "were", inappropriate capitalization, *chid*) may hinder comprehension.

Component B – Module 3 – Question # 6

Education is very important + some people will do what they need to learn. As John Hope Franklin once wrote in A Life of Learning, reading and writing are very important but everyone learns them at different times + speeds.

Score Point: 1

The response presents a controlling idea (*Education is very important*). The response refers only to the first text and support remains overly general (*everyone learns them at different times & speeds*). Language use is generally appropriate and errors in conventions do not hinder comprehension.

Component B – Module 3 – Question # 6

Education is the key for success in today's society. Jobs are the most important thing to have today. In order to get a job, you have to have some kind of education. A person has to be able to read and write, and certain jobs contain certain specifications to even apply.

Score Point: 0

The response provides only a personal response to education. There is no reference to either text.

PRACTICE SET

Component B – Module 3 – Question # 6

Education is very important early in Life. In Passage one, The Narrator talks about going to School with his mother who is a teacher and learns how to write. Also he saw that his Father reads and writes every evening and learns that Writing is important. In Passage two, the Narrator talks about his mom Getting him to learn early. He learns that his mom didn't go to School at his age because She can't read and write.

According to both passages learning is important. Education seems important to both authors of these passages. In passage I education seems standard, that it will come because his mother is a school teacher. Although his progress is not noticed initially by his mother. Whereas in passage II the mother decides, and is determined to send her five-year-old to school to get an education. Both passages share the idea that education is important, although the do so in two different ways. Passage I shows the importance in education through the father who spends his free time reading and writing. Whereas in passage II the mother has little if any education but understands that she needs and education to be successful in life, rather than relying on others.

Education is very important. With starting at such a young age, Franklin began to read and write all on his own. His mother would be teaching the other children in the class and he would be there watching and listening instead of doodling. He has watched his father, every evening, get home and read or write something. In the second passage, the mother is so concerned about her child getting to go to school. She carries all these paper and pulls out her marriage license and 50¢ to make sure her daughter get into school. Both children in the two paragraphs learn from their parents that reading, writing, and education are more important than anything in life.

Both passages establish the idea that education is important. In the first passage, the kid's mother was an elementary school teacher and she would take him with her. Eventually, he would learn how to write. In the second passage, a mother takes her child to ~~a~~ sd register for school. She herself cannot read or write. She presents all the neccessary documents for the child & herself

Having a good education can help a person alot in life. In Passage II the mother wanted her child to have a good education because she knew how hard it's to do certain things without one. In Passage I the mother tried to get her child's education started at an early age, that way he'd be better at writing.

COMPONENT B, Module 3
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response presents a controlling idea (*Education is very important early in Life*), supported with partial information from the first text (*going to School with his mother who is a teacher and learns how to write* and *Saw that his Father reads and writes every evening and learns that writing is important*) and overly general information from the second text (*his mom didn't go to School at his age because She can't read and write*). Language use is generally appropriate and errors in conventions (inappropriate capitalization and missing commas) 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 (*learning is important*) is supported with clear and appropriate details from both texts (*through the father who spends his free time reading and writing* and *the mother decides, and is determined to send her five-year-old to school* and *the mother has little if any education but understands that one needs and education to be sucessful in life, rather than relying on others*). Language use is generally appropriate (fragment) and errors in conventions (*the* for "they", *and* for "an", *sucessful*) do not hinder comprehension.

3. Score Point: 1

The response presents a controlling idea (*Education is very important*). The response refers to both texts, but only partially supports the controlling idea (*at such a young age, Franklin began to read and write*; *His mother would be teaching...he would be there watching and listening*; *watched his father...read or write*; *the mother is so concerned about her child...she carries all these paper and pulls out her marriage license and 50¢ to make sure her daughter got into school*). Language use is appropriate and errors in conventions (a missing comma and *all these paper*) do not hinder comprehension.

4. Score Point: 1

The response presents a controlling idea (*education is important*). The response refers to both texts, but the support is overly general (*kid's mother was an elementary school teacher and she would take him with her...he would learn how to write* and *mother takes her child to register for school. She herself cannot read or write. She presents all the neccessary documents*). Language use is generally appropriate and errors in conventions (*neccessary*, misuse of a comma, and a missing period) do not hinder comprehension.

5. Score Point: 1

The response presents a controlling idea (*Having a good education can help a person alot in life*), supported with overly general information from Passage II (*mother wanted her child to have a good education because she knew how hard it is to do certain things without one*) and inaccurate information from Passage I (*mother tried to get her child's education started at an early age, that way he'd be better at writing*). Language use is generally appropriate and errors in conventions (*alot*, missing commas, agreement) do not hinder comprehension.

QUESTION #7

Component B – Module 3 – Question # 7

The author of passage two uses irony in his passage. He does so showing how even though his mother is illiterate and never was formally educated makes sure that her son is enrolled in school. She makes sure no matter what the lengths whether she be publicly embarassed at being illiterate, or bringing even record and form she owns with her just to make sure she has everything that she needs. She is even forcefully with a stranger in order to get her help in filling out the proper information. She even tips the woman a small amount for her aid which she is greatful for. The irony shows how far an illiterate women will go to get her son a formal education.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of irony in Passage II (*The irony shows how far an illiterate woman will go to get her son a formal education*), supported with clear and appropriate evidence from the text (*even though his mother is illiterate and never was formally educated makes sure that her son is enrolled in school...makes sure no matter what the lengths whether she be publicly embarassed at being illiterate, or bringing even record and form she owns with her* and *She is even forcefully with a stranger in order to get her help in filling out the proper information. She even tips the woman a small amount for her aid*). Language use is generally appropriate and errors in conventions (*greatful, embarassed, even record* for "every record," *forcefully* for "forceful") do not hinder comprehension.

Component B – Module 3 – Question # 7

Edward Jones uses imagery to emphasize his experience. He describes the people thouroghly and how their appearances made him feel. "My mother is now diseased, according to the girls eyes..." He describes how he can sense the girl's reaction. Jones also mentions how he could still hear his mother's ~~footsteps after~~ she had left, showing how he was fearful of being separated from her; he felt insecure.

Score Point: 1

The response chooses imagery as a literary element in Passage II (*Edward Jones uses imagery to emphasize his experience*), and provides partial support from the text (*He describes how he can sense the girl's reaction* and *he could still hear his mother's footsteps after she had left, showing how he was fearful of being separated from her; he felt insecure*). Language use is appropriate and errors in conventions (*thouroghly*) do not hinder comprehension.

Component B – Module 3 – Question # 7

Symbolism is a very important + interesting literacy technique. Edward P. Jones, who wrote The First Day, used symbolism in his writing. The mother cant read and write and her need to get her child into school symbolizes her love for him.

Score Point: 1

The response chooses symbolism as a literary technique in Passage II (*Edward P. Jones, who wrote The First Day, used symbolism in his writing*), and provides overly general support from the text (*The mother cant read and write and her need to get her child into school symbolizes her love for him*). Language use is generally appropriate and errors in conventions (a missing apostrophe and a missing comma) do not hinder comprehension.

Component B – Module 3 – Question # 7

In passage two the Author Edwidge P. Jones Point of view to show how a Mother who could Not read or write was still determined to get her Child an education. The Author used the Mothers point of view in show how determined the Mother was in Filling out the information form Needed to get her child into School. The Childs Mothe didnt want her child to end up like her.

Score Point: 1

The response chooses point of view as a literary element in Passage II but the explanation is unclear, describing the point of view of the mother rather than the author's point of view used to develop the story (*The Author used the mothers point of view in show how determined the mother was*), and provides overly general support from the text (*a mother who could Not read or write was still determined to get her Child an education* and *The Childs mothe didnt want her Child to end up like her*). Language use is generally appropriate and errors in conventions (*mothe*, *show* for "showing," inappropriate capitalization, a missing word, missing apostrophes) do not hinder comprehension.

Component B – Module 3 – Question # 7

In passage 2 there is a great deal of gratitude being conveyed. The determination the mother has to get her Child enrolled in school reflects a great appreciation for the educational system. The passage teaches the moral that, a price cannot be put on an education, The story depicts the greatful attitude of the mother toward available education for her son, therefore after reading this passage a sense of gratitude is left with the reader.

Score Point: 1

The response implies theme (*The passage teaches the moral that, a price cannot be put on education*) and characterization (*greatful attitude of the mother*) as literary techniques in Passage II, and provides overly general support from the text (*In passage 2 there is a great deal of gratitude being conveyed* and *The determination the mother has to get her Child enrolled in school reflects a great appericiation for the educational system*). Language use is generally appropriate and errors in conventions (*appericiation, greatful,* a comma splice, inappropriate capitalization) do not hinder comprehension.

PRACTICE SET

Component B – Module 3 – Question # 7

John Hope Franklin uses the first person point of view to develop the passage, "A Life of Learning." Franklin described how he was introduced into the world of learning at a young age, and described how he was effected by his mother and father in a possitive way. The first person point of view helped to draw the reader in. When finishing the passage, the reader knows how John and his mother felt. If the passage was written in the third person point of view it would ruin the attachment to John's learning process.

Component B – Module 3 – Question # 7

The author in passage II uses a common theme that relates to the fact that education is very important and to strive for something important no matter what obstacles form along your way The author uses this element to complete a piece of literature in order to prove her point and show the extreme importance of the issue. "I can't read it. I don't know how to read and writ, and I'm askin' you to help me." exemplifies the idea that the mother will do anything to have her child educated and will overcame any obstacle no matter how large it may be. The author uses this theme to create a well developed passage.

The Irony of the two passages was shown by the first author. The first passage showed a lady that brought her son to school, and he learned how read write very well because of it. And in the second passage it showed a mother going to register her daughter in school. And the mother didn't even know how to read and write herself

In passage I, the author uses theme to show how his parents influenced him. The theme of this passage was education. His mother brought him to her classroom and by observing her teach he learned to read and write. His father also had an influence on him. Every night he would always read and write something.

The author of The second passage, The First Day" uses first person point of view. This helps to show the story through the innocent, non-corrupted eyes of a child. The child has no idea that his mothers inability to read or write is abnormal even though he acknowledges that the girl stares at his mother as if she is "diseased."

COMPONENT B, Module 3
ITEM 7
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response chooses point of view as a literary element in Passage I (*Franklin uses the first person point of view*), and provides overly general support from the text (*Franklin described how he was introduced into the world of learning at a young age...he was affected by his mother and father in a possitive way. The first person point of view helped to draw the reader in...the reader knows how John and his mother felt*). Language use is appropriate and errors in conventions (*possitive* and misuse of a comma) do not hinder comprehension.

2. **Score Point: 2**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of theme in Passage II (*The author in passage II uses a common theme that relates to the fact that education is very important and to strive for something important no matter what obstacles form along your way*), supported with clear and appropriate evidence from the text (*"I can't read it. I don't know how to read and write and I'm askin' you to help me." exemplifies the idea that the mother will do anything to have her child educated and will overcome any obstacle no matter how large it may be*). Language use is appropriate and errors in conventions (a missing period and a missing hyphen) do not hinder comprehension.

3. Score Point: 1

The response chooses irony as a literary element used in both passages (*The Irony of the two passages was shown*), and provides an unclear attempt to explain irony in Passage I (*a lady that brought her son to school, and he learned how read write*) and overly general support from Passage II (*it showed a mother going to regerster her daughter in school. And the mother did'nt even know how to read and write herself*). Language use is occasionally imprecise (*learned how read write*) and errors in conventions (*regerster, did'nt,* inappropriate capitalization) do not hinder comprehension.

4. Score Point: 1

The response chooses theme as a literary element in Passage I (*the author uses theme to show how his parents influenced him*), and provides overly general support from the text (*His mother brought him to her Classroom and by observing her teach he learned to read and write. His father...would always read and write something*). Language use is appropriate and errors in conventions (a missing comma and inappropriate capitalization) do not hinder comprehension.

5. Score Point: 1

The response chooses point of view as a literary element in Passage II (the author...uses point of view), and provides overly general support from the text (*The Child has no idea that his mothers inability to read or write is abnormal even Though he acknowledges That The girl stares at his mother as if she is "diseased"*) Language use is appropriate and errors in conventions (missing quotation marks, inappropriate capitalization, a missing apostrophe) do not hinder comprehension.