

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT B  
MODULE 1**

**WEDNESDAY, APRIL 24, 2002**

**SCORING KEY  
AND  
RATING GUIDE**

Multiple Choice Key

1	4
2	3
3	3
4	1
5	4

## COMPONENT B

(used for 2-point responses that only refer 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

- 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 highest score.

## **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

**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**  
**Seize the Day**

5 When it came to concealing his troubles, Tommy Wilhelm was not less capable than the next fellow. So at least he thought, and there was a certain amount of evidence to back him up. He had once been an actor—no, not quite, an extra—and he knew what acting should be. Also, he was smoking a cigar, and when a man is smoking a cigar, wearing a hat, he has an advantage; it is harder to find out how he feels. He came from the twenty-third floor down to the lobby on the mezzanine to collect his mail before breakfast, and he believed—he hoped—that he looked passably well: doing all right. It was a matter of sheer hope, because there was not much that he could add to his present effort. On the fourteenth floor he looked for his father to enter the elevator; they often met at this hour, on the way to breakfast. If he worried about his appearance it was mainly for his old father's sake. But there was no stop on the fourteenth, and the elevator sank and sank. Then the smooth door opened and the great dark-red uneven carpet that covered the lobby billowed toward Wilhelm's feet. In the foreground the lobby was dark, sleepy. French drapes like sails kept out the sun, but three high, narrow windows were open, and in the blue air Wilhelm saw a pigeon about to light on the great chain that supported the marquee of the movie house directly underneath the lobby. For one moment he heard the wings beating strongly.

20 Most of the guests at the Hotel Gloriana were past the age of retirement. Along Broadway in the Seventies, Eighties, and Nineties, a great part of New York's vast population of old men and women lives. Unless the weather is too cold or wet they fill the benches about the tiny railed parks and along the subway gratings from Verdi Square to Columbia University, they crowd the shops and cafeterias, the dime stores, the tearooms, the bakeries, the beauty parlors, the reading rooms and club rooms. Among these old people at the Gloriana, Wilhelm felt out of place. He was comparatively young, in his middle forties, large and blond, with big shoulders; his back was heavy and strong, if already a little stooped or thickened. After breakfast the old guests sat down on the green leather armchairs and sofas in the lobby and began to gossip and look into the papers; they had nothing to do but wait out the day. But Wilhelm was used to an active life and liked to go out energetically in the morning. And for several months, because he had no position, he had kept up his morale by rising early; he was shaved and in the lobby by eight o'clock. He bought the paper and some cigars and drank a Coca-Cola or two before he went in to breakfast with his father.

—Saul Bellow

From SEIZE THE DAY by Saul Bellow, copyright (c) 1956, 1974, renewed 1984 by Saul Bellow. Used by permission of Viking Penguin, a division of Penguin Putnam Inc.

## Passage II

### Eating Alone

I've pulled the last of the year's young onions.  
The garden is bare now. The ground is cold,  
brown and old. What is left of the day flames  
in the maples at the corner of my  
5 eye. I turn, a cardinal vanishes.  
By the cellar door, I wash the onions,  
then drink from the icy metal spigot.

Once, years back, I walked beside my father  
among the windfall pears. I can't recall  
10 our words. We may have strolled in silence. But  
I still see him bend that way—left hand braced  
on knee, creaky—to lift and hold to my  
eye a rotten pear. In it, a hornet  
spun crazily, glazed in slow, glistening juice.

15 It was my father I saw this morning  
waving to me from the trees. I almost  
called to him, until I came close enough  
to see the shovel, leaning where I had  
left it, in the flickering, deep green shade.

20 White rice steaming, almost done. Sweet green peas  
fried in onions. Shrimp braised in sesame  
oil and garlic. And my own loneliness.  
What more could I, a young man, want.

—Li-Young Lee

LI-YOUNG LEE: "Eating Alone" copyright © 1986 by Li-Young Lee. Reprinted from ROSE, by Li-Young Lee,  
with the permission of BOA Editions, Ltd.

# QUESTION #6

Component B - Module 2  
Question #6

In the two passages, *Seize the Day* by Saul Bellow and *Eating Alone* by Li-Yungkee there is love and admiration for parents. In *Seize the Day*, although he is not a young child, Tommy Wilhelm around the age of his mid forties, shows a strong admiration for his father. He would always try to look his best to live up to his father's standards, and would show admiration by telling the reader a lot of details about his father. For example, where they meet and what they wear. In comparison, *Eating alone* by Li-yungkee shows similar admiration and love for their father. The main idea of the story is that he is reflecting back on the garden he and his father used to tend together when he was younger. They cooked together also. He enjoyed those days with his father and says there's nothing else more he could want.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*there is love and admiration for parents*) and supported with clear and appropriate details from both texts, (*Although he is not a young child, Tommy Wilhelm around the age of his mid forties, show a strong admiration for his father. He would always try to look his best to live up to his father's standards and he is reflecting back on the garden he and his father use to tend together when he was younger...He enjoyed those days with his father and says there's nothing else more he could want*).

6 or 11

As one grows old, so do others. A child turns to teen which then becomes an adult, much like his/her parents old. As the child gets older they begin to develop more love for their parents. They wish they can be with them all the time and miss them greatly when they pass over. This is shown in the first essay when the man goes to breakfast every morning to meet his father. He wants to look presentable only for his father. It is shown in the poem when he begins to see the shovel in the distance, thinking that it's his father. He is lonely and is reminded of his father when he walked through the garden.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*As the child gets older they begin to develop more love for their parents. They wish they can be with them all the time and miss them greatly when they pass over*) and supported with clear and appropriate details from both texts (*the man goes to breakfast every morning to meet his father. He wants to look presentable only for his father and in the poem when he begins to see the shovel in the distance, thinking that it's his father. He is lonely and is reminded of his father when he walked through the garden*).

6 or 11

In the two passages "Seize the Day" by Saul Bellow and "Eating Alone" by Li-Yang Lee a strong controlling idea of appreciating your parents is presented. In the first passage a man is a bit reluctant each day to see his father on the elevator. He is afraid that his dad will scoff at him if he looks sloppy or not perfect. After though he learns that his dad means well and appreciates that he is there. In the second passage the man remembers his father when he is younger and wishes he is still around. "What more could I, a young man, want" is a foreshadowing to him wanting his father.

Score Point: 1

The response presents a controlling idea of *appreciating your parents*, but the support provided remains unclear and/or overly general. *After though he learns that his dad means well and appreciates that he is there and the man remembers his father when he is younger and wishes he is still around. "What more could I, a young man, want" is a foreshadowing to him wanting his father).*

6 or 11

Children, in solitude, are very thoughtful of their parents. In "Seize the Day" the young man seems that his highlight of each day is meet with his father. He feels alone in his apartment hotel and seems to have a tight schedule on meeting his father every day. In "Eating Alone" the young man works to prepare food alone and keeps thinking about his past times with his father. Both passages show how solitude leads to thought of their parents.

Score Point: 1

The response initially presents an unclear controlling idea (*children in solitude, are very thoughtful of their parents*) clarified in the last sentence of the response (*Both passages show how solitude leads to thought of their parents*). The support is both partial and overly general (*He feels alone in his hotel and seems to have a tight schedule on meeting his father every day and the young man works to prepare food alone and keeps thinking about his past times with his father*). Language is occasionally imprecise or inappropriate and exhibits some errors in conventions (*the young man seems that his highlight of each day is meet with his father*) that may hinder comprehension.

~~Q6.11~~

## Seize The Day

Childre learn to respect their parents more as they get older. They also learn to appreciate them more, and want to make them happy. In passage on When Tommy/Wilhelm meets him father on the fourteenth floor everyday he worry about his own appearance only for his father's sake.

### Score Point: 1

The response presents a controlling idea (*childre learn to respect their parents more as they get older. They also learn to appreciate them more and want to make them happy*). However, the response provides only partial support from Passage One (*he worry about his own appearance only for his father's sake*) and fails to refer to Passage II. The errors in conventions (*childre, passage on, meets im father, he worry*) do not hinder comprehension.

# PRACTICE SET

6 or 11

Memories, morals, and life lessons are inherited through your parents. Children growing up, think of their parents as their heroes and mentors. Children want to learn from their elderly parents and wish to be just like them. They want to impress them, please them and respect them.

In passage I, Tommy Wilhelm speaks of his father with much respect. Dressing nicely just to please his father, Wilhelm tries to impress him. In passage II, a man speaks of memories spent with his father. Learning from him as a child, in return brought him home recipes and gardening tips for life.

All children will learn from their parents. The way parents raise their children will result in the way those children grow to be adults and how they will act, treat people and live.

6 or 11

The children in "Seize The Day" and "Eating Alone" have very common thoughts and ideas relating to their elderly parents. Even though the settings and situations may differ, the overall feeling of the story can be the same.

In "Seize The Day" the child in this story is a man in his forties who is out of a job and is staying at the Hotel Gloriana. He has a relationship that is special with his father such as in "Eating Alone". In "Eating Alone" the mood is somewhat the same and the child in the story is thinking about the relationship with his father.

In conclusion, these children both had something in common with their fathers, but shown in two different ways.

6 or 11

After reading both passages I have concluded that the children respect their parents. The son gets up every morning very early so he will look presentable for his father; this is respect. The narrator of passage II respects their father by remembering walking next to him without criticisms of his body. Both passages show respect to their fathers or their memories of them.

6 or 11

6/ Children relate to their elderly parents differently. In Saul Bellow's "Seize the Day" and Li-Young Lee's "Eating Alone" both deal with children and how they react to their elderly parents. In "Seize the Day" the boy, Tommy Wilhelm is in a hotel that seems to be for the elderly. Everyday this man goes into the lobby and eats breakfast with his father. Since the son seems to be in a hotel for older people, he can relate to his father's life. He cannot relate to being inactive and being unenergetic. In "Eating Alone" the man's father is dead. The only way the man can relate to his father is through the garden. Since the son misses the father so much, the garden and the vegetables in it seem to be the only way for him to remember the memories of the father he misses.

People are sometimes too quick to take their parents for granted. It isn't until they are gone that they really begin to appreciate the time they had spent with them. Even if, the parents are still alive but just no longer young or coherent of their surroundings, then the children value what they had. Two examples of this feeling are expressed in the short story, "Seize the Day" by Saul Bellow and the poem "Eating Alone" by Li-Young Lee. Both authors write from an offspring's perspective realizing the loss of their elder father. Both describe the great remorse or missing of their fathers. Sometimes ignorance gets the best of us, and we neglect to appreciate some of the most precious things we have.

## Component B, Module 1, Practice Set Annotations - Item 6

### Practice Set

#### 1. Score Point: 2

The response presents a well-developed paragraph demonstrating a basic understanding of the texts. An appropriate controlling idea is established (*Children growing up, think of their parents as their heroes and mentors. Children want to learn from their elderly parents and wish to be just like them*) and supported with clear and appropriate details from both texts (*Tommy Wilhelm speaks of his father with much respect. Dressing nicely just to please his father, Wilhelm tries to impress him and Learning from him as a child, in return brought him home recipes, and gardening tips for life*). Although the response is somewhat weaker in support, overall it best fits a score point 2.

### Practice Set

#### 2. Score Point: 1

The response presents an unclear controlling idea (*The children . . . have very common thoughts and ideas relating to their elderly parents. Even though the settings and situations may differ, the overall feeling to the story can be the same*). The attempted support is so general as to be confusing (*In "Seize the Day" he has a relationship that is special with his father such as in "Eating Alone". In "Eating Alone" the mood is somewhat the same and the child in the story is thinking about the relationship with his father*). Imprecise language contributes further to the lack of clarity of the response.

### Practice Set

#### 3. Score Point: 1

The response presents the controlling idea *the children respect their parents*. Although some supporting detail is provided (*The son gets up every morning very early so he will look presentable for his father; this is respect and The narrator of passage II respects their father by remembering walking next to him without criticisms of his body*) there is not enough clear and appropriate detail from the texts to demonstrate a basic understanding of the texts.

### Practice Set

#### 4. Score Point: 2

The response presents a well-developed paragraph demonstrating a basic understanding of the texts. A controlling idea is established (*Children relate to their elderly parents differently*) and supported with clear and appropriate details from both texts (*Since the son seems to be in a hotel for older people, he can relate to his father's life and In "Eating Alone" the man's father is dead. The only way the man can relate to his father is through the garden*). Language is appropriate and errors in conventions (*father's life*) do not hinder comprehension.

**Component B, Module 1,  
Practice Set Annotations - Item 6**

**Practice Set**

**5. Score Point: 1**

The response presents an unclear controlling idea (*People are sometimes too quick to take their parents for granted. It isn't until they are gone that they really begin to appreciate the time they had spent with them*) since only in Passage II has the father passed away. Support refers to both texts, but some information is inaccurate (*Both describe the great remorse or missing of their fathers*) or overly general (*Both authors write from an offsprings perspective, realizing the loss of their elder father. Both describe the great remorse or missing of their fathers*).

# **QUESTION #7**

7 or 12

Li-Young Lee's "Eating Alone" has a very important theme. That theme is to remember the good times you have with someone because eventually it all will be over and when it is, that's when you realize how much you cared for that person. In the poem Li-Young Lee's imagining his father is there when really it is a rake next to a tree. The son also thinks he can hear the father but it's really the wind. The author also remembers all the times he and his father had at the garden. Now since his father is gone, he must eat alone and have his memory help him get through him missing his father.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of theme in the poem (*That theme is to remember the good times you have with someone because eventually it will be over and when it is, that's when you realize how much you cared for that person*). The explanation is supported with clear and appropriate evidence from the text (*imagining his father is there when really it is a rake next to a tree and The author also remembers all the times he and his father had at the garden*). The language is appropriate and errors (*rake* for "shovel" and *its really*) do not hinder comprehension.

7 or 12

In the poem "Eating Alone" the author, Li-Young Lee, uses the literary technique of symbolism. The garden, used as a symbol, represents something that was once so full of life and now is "bare, cold, brown, and old." The garden was once full of life when the young man's father was alive. Now that the young man's father is gone the garden is now barren. The passage is well-developed because of this literary technique because it helps the reader see that life makes everything brighter and worth living, and without life other things seem empty and lonely.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in the poem. (*It helps the reader to see that life makes everything brighter and worth living*). Supported with clear and appropriate evidence from the text (*The garden, used as a symbol, represents something that was once so full of life and now is "bare, cold, brown, and old" and Now that the young man's father is gone the garden is now barren*). The language is appropriate. Errors in conventions do not hinder comprehension.

7 or 12

The characterization of the first passage of the main character, Tommy Wilhelm, is that I believe he is a little person. This is shown through the narrator by saying that it is very hard to tell his emotions because he can act well and he is smoking a cigar while wearing a hat. When a man doesn't want people to know how he feels he must be bitter.

**Score Point: 1**

The response chooses a literary element (*characterization*) and provides an explanation (*he is a little person*). However, the support is partial and overly general leading to some confusion (*it is very hard to tell his emotions because he can act well and he is smoking a cigar while wearing a hat* When a man doesn't want people to know how he feels he must be bitter).

7 or 12

In the passage "Seize the Day" by Saul Bellow the author uses symbolism to convey a controlling theme of his relationship with his father. He describes the lobby as dark and sleepy. Almost laid back to his father. It also symbolizes how even though their relationship is nip and tuck with his dad, they are also laid back and get along well without when they are through quarrelling.

**Score Point: 1**

The response chooses a literary element (*symbolism*) and provides an unclear explanation (*Uses symbolism to convey a controlling theme of his relationship with his father*). Although the response includes details from the text, it is unclear how these details support the use of symbolism (*Almost laid back to his father and It also symbolizes how even though their relationship is nip and tuck with his dad, they are also laid back and get along well when they are through quarrelling*).

7 or 12

The theme of this poem is missing your father. The narrator shows us this when he says, "It was my father I saw this morning, waving to me from the trees, I almost called to him." But it was a shovel. When he thinks he sees him & he is thinking about him, he obviously misses him.

Score Point: 1

The response chooses a literary element (*theme*) and provides an explanation (*The theme of this poem is missing your father*). The details provided, though appropriate, remain partial (*But it was a shovel. When he thinks he sees him & he is thinking about him, he obviously misses him*).

# PRACTICE SET

7 or 12

The author Li-young Lee used a first person point of view in his work called Eating Alone. This specific literary element was used to develop the passage and give it a more personal feeling.

Li-young Lee uses the words "I" and "my" in this writing, which helps the reader to identify with the narrator.

7 or 12

In "Seize the Day" the author mainly used the literary technique of the mood. It gave the excerpt a feeling of what it was like to be in his situation and time. For example, he made use of the words "dark, sleepy lobby" to convey the mood to be gloomy and depressing. This is how the author wants you to feel about the story that you are reading. When Saul Bellow using mood in the story it helps the reader understand it better.

7 or 12

In the passage, "Eating Alone," Li-Yang-Lee uses symbolism in his writing. The garden, resembled his father, that was the place that made the narrator remember his father. "The white rice steaming, almost done, sweet green peas fried in onions, shrimp braised in sesame oil and garlic," ~~were from the garden.~~ Those were from the garden, which the narrator uses throughout the writing. They represent his father: his love. The narrator also states, "and my own loneliness what more could a young man want." He is happy with the remembrance of his father and his loneliness.

7 or 12

The author in passage one added a great job using symbolism when he described the dark-red inlaid carpet, and the foreground is dark and deep. By doing that he or she sets a ~~depression~~ depressing mood for the ~~rest~~ reader, then comes to do that throughout the passage.

7 or 12

Bellow uses characterization to describe the man. He says how he is older, wears a hat and smokes a cigar. This gets the reader into a mood of mystery and unknown.

## Component B, Module 1, Practice Set Annotations - Item 7

### Practice Set

#### 1. Score Point: 1

The response chooses a literary element (*point of view*), but the brief support provided is overly general (*give it a more personal feeling and helps the reader identify with the narrator*).

#### 2. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of mood in the story, supported with clear and appropriate evidence from the text (*he made use of the word “dark”, sleepy lobby” to convey the mood to be gloomy and depressing*). Because the support is weak, the response is considered a low score point 2.

#### 3. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in the poem (*The garden, resembled his father, that was the place that made the narrator remember his father*). The explanation is supported with clear and appropriate evidence from the poem (*Those were from the garden, which the narrator will then be eating. They represent his father: his love*).

#### 4. Score Point: 1

The response chooses a literary technique (*symbolism*) and provides partial support from the text (*he described the dark-red uneven carpet and the foreground is dark and sleepy*). The support is not well connected to the chosen literary technique (*sets a depressing mood for the reader*).

#### 5. Score Point: 1

The response chooses a literary technique (*characterization*). However, the support is overly general (*he is older, wears a hat and smokes a cigar*) and not well connected to the chosen literary technique (*This gets the reader into a mood of mystery and unknown*).