

**NEW YORK STATE
COMPONENT RETEST**

**ENGLISH
COMPONENT B
MODULE 5**

TUESDAY, APRIL 30, 2002

RATING GUIDE

READING AND WRITING FOR CRITICAL ANALYSIS RUBRIC

Quality	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
<p>Meaning: the extent to which the response exhibits sound understanding, interpretations, and analysis of the task and text(s)</p>	<ul style="list-style-type: none"> -provide an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen text 	<ul style="list-style-type: none"> -provide a reasonable interpretation of the critical lens that establishes the criteria for analysis -make implicit connections between criteria and the chosen text 	<ul style="list-style-type: none"> -provide a simple or incomplete interpretation of the critical lens -allude to the critical lens making superficial connections to analyze the chosen text 	<ul style="list-style-type: none"> -provide a confused interpretation of the critical lens or do not refer to the critical lens -reflect minimal or no analysis of the chosen text
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<ul style="list-style-type: none"> -develop ideas clearly and fully making effective use of relevant and specific evidence and appropriate literary elements from the text. 	<ul style="list-style-type: none"> -develop some ideas more fully than others, with some references to specific and relevant evidence and appropriate literary elements from the text 	<ul style="list-style-type: none"> -develop ideas briefly, using some evidence from the text -may rely primarily on plot summary 	<ul style="list-style-type: none"> -show minimal or no evidence of development
<p>Organization: the extent to which the response exhibits direction, shape, and coherence.</p>	<ul style="list-style-type: none"> -maintain the focus established by the critical lens -exhibit a logical and coherent structure through use of appropriate devices and transitions 	<ul style="list-style-type: none"> -maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency 	<ul style="list-style-type: none"> -lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization 	<ul style="list-style-type: none"> -show minimal or no focus or organization
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<ul style="list-style-type: none"> -use language that is precise with a sense of voice and evident awareness of audience and purpose -vary structure and length of sentences to enhance meaning 	<ul style="list-style-type: none"> -use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length 	<ul style="list-style-type: none"> -use language that is basic or unsuitable, with little awareness of audience or purpose -attempt to vary sentence structure, with little success 	<ul style="list-style-type: none"> -use language that is minimal, incoherent or inappropriate
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<ul style="list-style-type: none"> -demonstrate control of conventions, exhibiting only occasional errors. 	<ul style="list-style-type: none"> -demonstrate partial control of conventions exhibiting occasional errors that may hinder comprehension 	<ul style="list-style-type: none"> -demonstrate emerging control exhibiting frequent errors that may make comprehension difficult 	<ul style="list-style-type: none"> -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

ρ If the student writes only a personal response and makes no reference to the text(s) the response can be scored no higher than a 1.
 ρ Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
 ρ A response totally copied from the text(s) with no original student writing should be scored a 0.

Your Task: Write a critical essay in which you discuss *one* work of literature you have read from the particular perspective of the statement provided for you in the **Critical Lens**. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the literary work you have selected. **You only need submit a first draft of the essay.** Write your response in the space provided in your answer booklet.

Critical Lens:

“A classic is a book that has never finished saying what it has to say.” Italo Calvino

Guidelines:

Be sure to:

- Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis.
- Indicate whether you agree **or** disagree with the statement as you have interpreted it.
- Choose **one** work you have read that you believe best supports your opinion.
- Use the criteria suggested by the critical lens to analyze the work you have chosen.
- Avoid plot summary. Instead, use specific references to appropriate literary elements (for example, theme, characterization, setting, point of view) to develop your analysis.
- Organize your ideas in a unified and coherent manner.
- Specify the title and author of the literary work you have chosen.
- Follow the conventions of standard written English.

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Italo Calvino once said, "A classic is a book that has never finished saying what it has to say." ~~There is much~~ Much truth ~~is found~~ is found in this statement. The greatest novels are not the ones that overtly tell their message to the reader, but the ones that leave their message open for interpretation, that allow the reader to adapt the message to his or her own life. The Great Gatsby by F. Scott Fitzgerald demonstrates the truth in Calvino's words. Through the use ~~of~~ of setting, and characterization ~~manipulation~~, Fitzgerald allows the reader to grasp his message without "[finishing] what ~~the~~ [the book] has to say."

The Great Gatsby is set in the Roaring ~~20s~~ Twenties, a time of loose morals and ~~own~~ great extravagance. The people in Gatsby epitomize the era; they always are in search of a good time, the next party to attend. Without ever directly stating this, Fitzgerald leaves the reader with a feeling of condemnation toward the people of the twenties and their lifestyles. He stresses the importance of morality and ^{solid} values, without ever stating this. The eyes of Dr. T.J. Eckleberg watch over the action; his eyes condemn the characters without any words being spoken.

Each character of The Great Gatsby represents a certain truth Fitzgerald wants the reader to learn. Daisy represents the adherence to social appearances, at the expense of honest relationships with people. She sacrifices her relationship with Gatsby, a man she truly loves, to stay with Tom, who can

Component B – Module 5 – Anchor Paper – Level 4-A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement (<i>The greatest novels are not the ones that overtly tell their message to the reader, but the ones that leave their message open for interpretation, that allow the reader to adapt the message to his or her own life</i>). The connections to <i>The Great Gatsby</i> are explicit, and the criteria established by the interpretation of the critical lens is used to make a clear and reasoned analysis of the text.</p>
Development	<p>Develops ideas clearly and fully, using the literary elements of setting and characterization, and makes effective use of relevant and specific evidence from the text. The response discusses the setting of the roaring twenties, and the relevance of that era to the lifestyles depicted (<i>The people in Gatsby epitomize the era; they always are in search of a good time, the next party to attend</i>). The response links this idea to the concept of covert messages through a specific example (<i>He stresses the importance of morality and solid values, without ever stating this. The eyes of Dr. T. J. Eckleberg watch over the action; his eyes condemn the characters without any words being spoken</i>). Characterization is also clearly and fully discussed, particularly how the author’s truth is presented by Daisy and Myrtle (<i>Fitzgerald, though even in his real life he wanted to be a part of the high society found in The Great Gatsby, condemns the actions of Daisy and Myrtle</i>).</p>
Organization	<p>Maintains the focus established by the critical lens (<i>He allows the reader to interpret the message of his novel and apply this message’s importance to their own lives</i>). The response exhibits a logical and coherent structure, using appropriate devices and transitions (<i>Through the use of and Each character</i>).</p>
Language Use	<p>Uses language that is precise (<i>overtly, epitomize, adherence to social appearances</i>). The response has an evident awareness of audience and purpose (<i>Much truth is found in this statement</i>). Sentence structure is effective and varied (<i>She sacrifices her relationship with Gatsby, a man she truly loves, to stay with Tom, who can provide her with the social status she craves. Myrtle represents the “outsider looking in” at upper class society</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting only occasional errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for a Level 4 in all qualities.</p>	

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Some books are published and then are forgotten. Some, live forever. The latter are reread from generation to generation, each one finding something adequate, modern and interesting in the message of the books. Those books eventually become classics, for, like Italo Calvino once replied, "a classic is a book that has never finished saying what it has to say." In other words, time had no effect on its popularity or wisdom.

One of such books is Hamlet by William Shakespeare. It was written centuries ago, yet there's hardly a person today who doesn't know or who ignores it completely. It may be hated by some because its message about life and death maybe too grave for some to accept. It may be loved by others because even today there are times when people, like Hamlet, have gloomy ideas about our existence. But, it's hard to simply pass by Hamlet. It simply has too much to say that anyone can relate to today, and it will have to say as much in the future as well.

Hamlet has a moral question before him: "to be or not to be." If he continues to "be," he has to pretend that he loves his father-in-law, who killed King Hamlet, because otherwise his aunt will kill Hamlet or make his life a living hell. And Hamlet must revenge for the death of his father for a simple reason that he loved him. On the other hand, it's so much easier to "not to be." Just one dagger can bring Hamlet peace forever, and all agony of this life will disappear in a second.

7 or 12

But, honestly, who doesn't ask that question today? We may not phrase it as eloquently as Shakespeare did, yet, as long as people live they will all have difficulties to overcome, and one day those difficulties may ~~seem~~ seem just too big for them. They will, like Hamlet, wonder whether it's worth to live. And everybody will answer it differently. Hamlet didn't answer the question directly; people are left forever to ponder over the answer, each finding one exactly for themselves.

Component B – Module 5 – Anchor Paper – Level 3-A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens (<i>time had no effect on its popularity or wisdom</i>), and uses the interpretation as the criteria for analyzing “<i>Hamlet</i>,” as well as the relevance of the play today (<i>It simply has too much to say that anyone can relate to today, and it will have to say as much in the future as well</i>).</p>
Development	<p>Develops some ideas more fully than others. The idea of Hamlet’s moral question and its relevance to today is fully developed, including references to specific and relevant evidence from the text (<i>On the other hand, it’s so much easier to “not to be.” Just one dagger can bring Hamlet peace forever, and all agony of this life will disappear in a second</i>). Hamlet’s dilemma is then related to the interpretation of the critical lens (<i>But honestly, who doesn’t ask that question today? and everybody will answer it differently</i>). The discussion of “<i>Hamlet’s</i>” impact on readers is less fully developed, (<i>It may be hated by some because its message about life and death maybe too grave for some to accept. It may be loved by others because even today there are times when people, like Hamlet, have gloomy ideas about our existence</i>). Although literary elements are not specifically mentioned, the theme of “<i>Hamlet</i>” is implicit in the discussion.</p>
Organization	<p>Maintains a clear and appropriate focus on the timelessness of <i>Hamlet</i>. The response exhibits a logical sequence of ideas, generally using appropriate transitions (<i>yet, On the other hand, But, In other words</i>).</p>
Language Use	<p>Uses appropriate language but with occasional ambiguity (<i>each one finding something adequate, modern and interesting in the message of the books; It simply has too much to say that anyone can relate to today, and it will have to say as much in the future as well; and each finding one exactly for themselves</i>). The response successfully varies structure and length of sentences to enhance meaning (<i>But, honestly, who doesn’t ask that question today? We may not phrase it as eloquently as Shakespeare did, yet, as long as people live they will all have difficulties to overcome, and one day those difficulties may seem just too big for them</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension (<i>who doesn’t know or who ignores it; must revenge for the death of his father; whether it’s worth to live</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it may be somewhat stronger in organization.</p>	

6 or 11

Italo Calvino states: "a classic is a book that has never finished saying what it has to say." Great literature is noted as being perdurable through years of analysis. In order to achieve this the book must be insightful about human nature enough to be relevant for all times. In other words a great, or classic, book is one that people from all times can learn from because of its depth and insight. Shakespeare's King Lear is an excellent example of classic literature which has not lost its meanings.

Shakespeare's play, King Lear, has been studied for centuries after it was written because of its timeless lessons and social relevance. The many themes - childhood, love, sibling rivalry, ethics, etc. - it presents are life-like and intricate. The fact that people still study King Lear is proof that it has not "finished saying what it has to say." Shakespeare's characterizations of Lear, Cordelia, Kent, Edgar, etc. are real enough to delve deeply into the lessons they learn; from the lessons they learn come our lessons. For example, Lear learns that one cannot let their selfishness and arrogance control their actions without certain disaster. Several hundred years later we learn the same lesson from him. A hundred years from today someone will read King Lear and also learn the truths locked inside. In this way Shakespeare has captured an instrument that will teach its truths for evermore: King Lear will never cease to teach as long as holds an audience; readers will read Shakespeare because of its depth and insight.

If classic literature is measured by its timelessness, then all other standards accompanying accordingly: only well written and insightful pieces can become timeless.

Component B – Module 5– Anchor Paper – Level 3-B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens (<i>the book must be insightful about human nature enough to be relevant for all times</i>) that establishes the criteria for analysis. The response makes clear connections between the criteria and “<i>King Lear</i>.”</p>
Development	<p>Develops ideas briefly, using some evidence and appropriate literary elements from the text (<i>The many themes – childness, love, sibling rivalry, ethics, ect. – it presents are life-like and intricate and Shakespeare’s charactizations of Lear, Cordelia, Kent, Edgar, etc. are real enough to delve deeply into the lessons they learn</i>). These brief references to the text are linked by redundant material, weakening development (<i>timeless lessons and social relevance, people still study King Lear, from the lessons they learn come our lessons, Several hundred years later we learn the same lesson from him, will teach its truths for evermore</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the timelessness of classics. The response exhibits a logical sequence of ideas, but repetition, undermines organization.</p>
Language Use	<p>Uses appropriate language (<i>sibling rivalry, intricate, delve, has captured an instrument, well written and insightful</i>). The response contains both effective (<i>A hundred years from today someone will read King Lear and also learn the truths locked inside</i>) and ineffective sentences (<i>King Lear will never cease to teach as long as he holds an audience and If classic literature is measured by its timelessness, then all other standards accompany accordingly</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting only occasional errors (<i>about human nature enough, writen, peices</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development, and somewhat stronger in conventions.</p>	

6 or 11

"A classic is a book that has never finished saying what it has to say." This lens statement means that the lessons learned in literature can always be applied in life. I agree with this statement. A book that will support my opinion is The Pearl by John Steinbeck.

~~One~~ Many valuable lessons can be learned from literature. The theme of The Pearl was that materialistic possessions can drive people to do weird things. Kino put his life and his family's life in danger all just for the pearl that he believed would bring him great fortune. As a result, he was trying to be killed by trackers, but in the end it was his baby that was killed. Kino learned that family was more important than money and he had been happier without the pearl. Today this is still a great lesson to be learned. Many people lose sight of what's important and focus only on money and materialistic wants. Later, they often grow angry and miserable. Money cannot make you happy forever.

Books always have underlying

7 or 12

implements and views. An underlying view in this book was that women should obey and cater to their husbands. Guana was completely subservient to King, until the boy was killed. Today we have learned from ~~books and~~ characters like Guana that women are much stronger creatures than we show we are portrayed in books and television.

In conclusion, there are many lessons to be learned from literature. Literature always has messages that will always continue to be told in the future.

Component B – Module 5 – Anchor Paper – Level 3-C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens (<i>the lessons learned in literature can always be applied in life</i>) and refers to two lessons that can be learned from <i>The Pearl</i> (<i>family was more important than money</i>) and (<i>that women are much stronger creatures than we how we are portrayed in books and television</i>).</p>
Development	<p>Develops some ideas more fully than others. Fully develops the idea that the theme of <i>The Pearl</i> was that materialistic possessions can drive people to do weird things, supported by relevant evidence (<i>Kino put his life and his family's life in danger all just for the pearl that he believed would bring him great fortune</i>), and ties the specific and relevant evidence of the death of Kino's child to the lesson learned by Kino and the application of this lesson today. The idea of the strength of women is less fully developed, but also uses specific evidence from the text (<i>Juana was completely subserviant to Kino, until the baby was killed</i>).</p>
Organization	<p>Maintains a clear and appropriate focus (<i>there are many lessons to be learned from literature</i>). The response exhibits a logical sequence of ideas.</p>
Language Use	<p>Uses generally appropriate language, though occasional imprecision in places (<i>Books always have underlying implements and views and to do weird things</i>) leads to ambiguity. Sentences lack variety (<i>Literature always has messages that will always continue to be told in the future</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors (<i>matierialistic, cater to there husbands, subserviant</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.</p>	

6 or 11

"A classic is a book that has never finished saying what it has to say," stated by Italo Calvino summarizes the idea that the story itself never ends. I disagree with this statement because literature that I have read has both an end and beginning and ~~and~~ end. There is usually a set moral to every ~~story~~ story. The idea of a moral is to keep you thinking but, to give you a primary thought.

In ~~Arthur~~ Arthur Miller's "The Crucible", the girls are accused of witchcraft and they go through a long trial. By the end of the play the main character has fled to escape ~~to~~ from everything. So, in this case the author gives the moral and the story has ended.

Abigail Williams the main character in "The Crucible", tried to cheat her friends and she pretended ~~that she~~ She claimed witchcraft. She convinced the people of the town court that she was possessed. She also cheated with someone's husband.

7 or 12

When she leaves to move away, the author tells the reader that she has run away to leave her problems and/or the possible problems ~~she~~ she ~~she~~ may have to face later. I think this play is considered one of the many "classics" yet the plot comes to an end and I think, the author does finish what he has to say.

Component B – Module 5 – Anchor Paper – Level 2-A

Quality	Commentary
Meaning	<p>The response: Provides a simple, literal interpretation of the critical lens (<i>summarizes the idea that the story itself never ends</i>). The response goes on to disagree with the lens, stating that in the case of <i>“The Crucible,”</i> (<i>the author gives the moral and the story has ended</i>).</p>
Development	<p>Relies primarily on plot summary, with no specific evidence from the text to support ideas. The response disagrees with the lens on the basis that there is a moral and an end to the story, but does not mention or discuss the moral. The idea that the story does end is developed briefly (<i>when she leaves to move away, the author tells the reader that she has run away to leave her problems and/or the possible problems she may have to face later</i>).</p>
Organization	<p>Suggests a focus (<i>I disagree with the statement because iterature that I have read has both and beginning and end. There is usually a set moral to every story</i>), and suggests some organization, (<i>By the end of the play, So in this case, yet</i>).</p>
Language Use	<p>Uses language that is basic and occasionally imprecise (<i>The idea of a moral is to keep you thinking but, to give you a primary thought</i>). The response attempts to vary sentence structure (<i>In Arthur Miller’s “The Crucible”, the girls are accused of witchcraft and they go through a long trial</i>) with uneven success.</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors (<i>iterature and both and beginning and end</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

"A classic is a book that has never finished saying what it has to say."

I think that this means that this book is so good. And even though a book has been around for a long amount of time, everybody who has read it thanks that this book is good and has a lot to talk about relating to the book. Even after it has finished, the people still talk about it, ex(what if, why how)

← I think that this is true, so I agree to this statement.

One book I have read was called Go Ask Alice by anonymous. This was a book based on a young female's life. And this female lives a bad life until she meets a couple of friends. And soon after these friends will soon introduce her to drugs. This girl Alice uses and starts love the drugs more and more. At the end Alice soon dies.

This is a book that everybody who has read it likes. And even though they have completed the book, there will still be conversations like, what if, why, and how. This book is always on people's minds.

Component B – Module 5 – Anchor Paper – Level 2-B

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens (<i>this means that this book is so good and This book is always on peoples minds</i>). The only connection to the chosen text <i>Go Ask Alice</i> is (<i>This is a book that everybody who has read it likes. And even tho they have completed the book, there will still be conversations like, what if, why, and how</i>).</p>
Development	<p>Relies primarily on a brief plot summary, and includes few specifics from the text (<i>And this female lives a bored life intill she meets a couple of friends and This girl alice uses and starts love the drugs more and more</i>).</p>
Organization	<p>Suggests a focus (<i>Everybody who has read it thanks that this book is good and has a lot to talk about realiting to the book</i>), but does not maintain it through discussion of the text. The response suggests a chronological sequence in the plot summary, but the remainder of the response is repetitive and lacks sequence.</p>
Language Use	<p>Uses language that is basic, with little awareness of audience or purpose. Attempts to vary sentence structure result in sentence fragments (<i>And even though a book has been around for a long amount of time</i>) and numerous sentences beginning with “and” (<i>And even though, And this female lives, And soon after, And even though</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>realiting, famished, intill</i>), punctuation [ex (<i>what if, why how</i>) and <i>peoples minds</i>], paragraphing, capitalization (<i>alice and Why</i>), grammar (<i>people...talks</i>), and usage (<i>I agree to this statement</i>) that may make comprehension difficult.</p>
Conclusion:	<p>Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning.</p>

6 or 11

"A Classic is a book that has never finished saying what it has to say." means at the end of a story is not really the end of it really. It does not finish what is saying and can be taken many different ways.

In the novel "Moby Dick" by Herman Melville you can come to the conclusion that Moby was definitely something godlike. ~~or~~ You can also say that he was lucky, always managing to survive the attacks.

In Moby, he does get the last word in by destroying the ~~Peq~~ Peqood and killing all the men. But he is an animal and can not talk. Actions speak louder than words.

So at the ends of some ~~too~~ works of literature it may occur that the ending just leaves you hanging, flipping ^{through the book,} looking for the next page. But it's not there and leaves you searching for the answer, of how it ended.

Component B – Module 5– Anchor Paper – Level 2-C

Quality	Commentary
Meaning	<p>The response: Provides a simple, interpretation of the critical lens (<i>means at the end of a story is not really the end of it really. It does not finish what is saying and can be taken many different ways</i>). No connections are made between the lens and the chosen text, <i>Moby Dick</i>.</p>
Development	<p>Develops ideas minimally, with some reference to the text (<i>Moby was definetly something godlike. You can also say that he was lucky, always managing to survive the attacks</i>).</p>
Organization	<p>Suggests a focus (<i>the ending just leaves you hanging, flipping through the book, looking for the next page. But it's not there and leaves you searching for the answer, of how it ended</i>), but niether the introduction nor the conclusion is related to the body.</p>
Language Use	<p>Uses language that is basic, with little awareness of audience or purpose (<i>In Moby, he does get the last word in by destroying the Pequod and killing all the men. But he is an aminal and canot talk. Actions speak louder than words</i>). Attempts at varying sentence structure are unsuccessful.</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors, which may hinder comprehension (<i>It does not finish what is saying, definetly, aminal, for the answer of how it ended</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and development, and somewhat stronger in conventions.</p>	

6 or 11

"A classic is a book that has never finished saying what it has to say." This means that this book doesn't finish the basis of the story. The story I picked is The Outsiders.

I agree because there is meaningful possibilities to comprehend. Most of the kids in the story have a basis in life and they can interpret it any ~~the~~ way they want and see fit.

The book never get a straight ending there is always a way to interpret it.

Component B– Module 5 – Anchor Paper – Level 1-A

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens (<i>This means that this book doesn't finish the basis of the story</i>). The last sentence of the response is somewhat clearer, but could refer to the lens, the chosen text <i>The Outsiders</i>, or both (<i>The book never get a straight ending there is always a way to interpret it</i>).</p>
Development	Is minimal, with no evidence from the text.
Organization	Shows minimal focus but organization is suggested by paragraphing.
Language Use	Uses language that is minimal and at times incoherent (<i>I agree because there is meaningless possibilities to comprehend</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
<p>Conclusion: Overall, the response best fits the criteria for Level 1.</p>	

6 or 11

In this critical lens, it states, "a classic is a book that has never finished saying what it has to say," by Italo Calvino. I'm interpreting this critical lens as that I think it says that a classic book is indicated by not having the true meaning of the book completely described to a point where the reader may understand it. I disagree to this because any good book should have a good ending and I want to know everything about the book that I can. I don't want to be lost in the book or not understand something just because they didn't finish what they had to say because they wanted their little book to be a classic. In my time as a student book reader, I've never come across a book that hasn't been fully described or where I've felt that the author hasn't said everything he/she has to say. I seem to not be able to relate to this lens at all and due to this, there is no title of author of any literary work that would support this statement. In the future I plan to read a wide variety of different books and maybe I'll find one that has anything to do with when I do find that book, I'll let you know. But as for now, I can't contribute my ideas towards something I've never experienced before!!

Component B – Module 5– Anchor Paper – Level 1-B

Quality	Commentary
	The response:
Meaning	Provides only a personal response to the meaning of the critical lens. No text is chosen.
Development	Is minimal, providing no evidence of development from a text.
Organization	Suggests a focus (<i>In my times as a studius book reader, I've never come across a book that is fully described or where I've felt that the author hasn't said everything he/she has to say</i>) and presents a logical sequence of ideas.
Language Use	Uses language that seems appropriate and occasionally varies sentence structure effectively (<i>I seem to not be able to relate to this lens at all and due to this, there is no title of author of any literary work that would support this statement</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors which do not hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, and 3, it remains at Level 1 because it makes no reference to a text.	

PRACTICE

SET

6 or 11

There are many kinds of books. There are fiction, non-fiction, classic, good, excellent etc. Italo Calvino once said, "A classic is a book that has never finished saying what it has to say." He meant that a good or classic book always leaves the reader with something. It might be something they have learned, a lesson, or something the reader can reflect on and take something from it.

In the book "A Child Called It" by David Pelzer, a man tells the story of his troubled childhood. His images, opinions and experience speak to the reader in a non-direct way. The reader takes these images, and experiences to the mind. Readers learn without doing work. They reflect on the opinions and experiences of the author. Taking something from it.

It is true that "a classic is a book that never finished saying what it has to say." Though it might not have to be a classic. It could be any book. A book that a reader has taking something from the book and used it in their own way.

6 or 11

A classic is a book that never finished saying what it has to say. "I like Calvino" - "It means to me a classic is something that is never ending or will never go away. I agree because war never ends in the family or in the world. one work that supports it is the red Badge of Courage.

It is a classic because it is about two men one who know what it is like to fight in war. The other who thinks that fight in war is just like in a book. The book is about the civil war and fight ing for black slavery. There for Henry find out that it is not like a book.

At the end Henry capture the south flag and his leader praise him and wants more of him at the end of the book Henry can't say any thing and the book will stick to people with the claim that it showed

Therefore, a classic is a book that has never finished saying what it has to say. "I like Calvino. like the red Badge of Courage

6 or 11

"A classic is a book that has never finished saying what it has to say". Books can have so much meaning, while reading it, however, the more you get out of the book, the longer it can, and will keep speaking. Books can say more to some people and not as much to others. In "Romeo and Juliet" by William Shakespeare, the actions taken by the characters allows each reader to learn of hardships and take the overcoming action as a survival technique.

Juliet and Romeo find a way to eternal happiness. After all the hardships they face to get there, they find ways to get there. Juliet had to get passed her mother to be with Romeo, and likewise, Romeo had to conquer his family. Juliet's father was partial to her belonging with a man she did not love. Romeo was intent on being with Juliet. These two characters, despite their death, has spoken to many over the many years it has been in existence.

Each of the other characters have important roles to move the story along. With many of the trying to prevent true love and happiness. The grace with which these characters realized what was meant to happen would always work was peaceful and quiet. Tybalt was one that realized when he died by Romeo's sword.

These two lovers were intended to be happy together. Despite the way they found each other in the end, they

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found a way to point out that fighting for something so strong does not mean losing. Books or plays can speak to so many, and even teach a few lessons about the way.

Jr 11

Italo Calvino once said "A classic is a book that has never finished saying what it has to say." I agree with this statement in full, because books are used as tools to learn about the minds of others, and also reflect back upon us and make us look upon our own selves. One such book we have read was The Count of Monte Cristo by Alexandre Dumas.

In this story we follow Dante who is a sailor. He is schemed against, imprisoned, and escapes to seek revenge upon those that have done him wrong. Dante is engulfed with this hatred inside him - it consumes his life. This story is trying to teach us that revenge is stupid. Revenge creates harm, and harm creates the lust for revenge, thus creating a neverending ~~story~~ cycle of hatred.

We also learn that revenge kills the physical side of ones life for Dante dedicated his entire life (or what he had left of it after prison) to seeking his revenge. He alters his face to disguise him from his foes, and loses everything he has to kill these men. In the end Dante is left with nothing, but his longing for ~~the~~ revenge is subsided.

Any book that we read should teach us for life and keep an ongoing message in our heads. A truly inspiring novel can change ones life due to its teachings. All books will always affect the reader in some way. Its up to the reader to determine how it will.

6 or 11

Italo Calvino says that "A classic is a book that ~~never~~ never finished saying what it has to say." This can be exemplified in many books that have been coined as "classics" over the years. "Romeo and Juliet" is a perfect example of this. By ~~the end~~ the end of the tragedy, a "moral" is produced; however, it is cut short. The idea ~~of~~ that miscommunication is tragic is proved to the audience and then dismissed. Shakespeare could have gone on and on about ~~Romeo~~ this moral, but he ends it with Romeo and Juliet's death.

"Romeo and Juliet" can certainly be considered a classic, because nearly every high school has ~~it~~ the novel in its ninth grade curriculum. Also, as with many plays, Romeo and Juliet is discussed and can be interpreted many different ways. Therefore, it keeps "saying" things, or ideas, and never really "finished" what it has to say. As more interpretations are made, the tragedy will continue

7 or 12

to teach and "speak". This type of book continues to be read and commented on throughout time.

"Romeo and Juliet" has been read in classrooms for years, and will continue to be read.

No book that is a classic can ever stop "speaking" new ideas. As people grow and learn more, they are taught to make assertions and insights. Every reader of every book chooses to do this in their own way. That said, each time a book is read, new ideas will be created and the book will be discussed more and more.

By knowing that a book will be read and re-read, it can be called a classic. Also, by knowing that a book will be discussed and interpreted in different ways, it can be called a classic. A classic can be applied to your life every day, in indirect or direct ways. For example, Juliet's love for Romeo even though their families are enemies, is the perfect example. A person could

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Compare this to their own life in several ways. If ~~they~~ ^{a person} loved someone of a different race or nationality; and ~~their~~ ^{his/her} parents were prejudiced, this group could learn from Romeo and Juliet. Maybe communication would be the key for these people; we know that communication was an issue in Romeo and Juliet's case. Learning from others is ~~pretty much~~ something everyone does. If we cannot learn from our mistakes, who will? The world would not change if people did not change; the world will only get better if the people in it get better. The only way to do this is to learn from and correct mistakes. Learning how to solve problems through others not only helps ~~us~~ ^{onlookers} grow, it also helps the person whom it is happening to. - This way, the effects ~~are~~ upon one person, or group of people (fictional or not), radiate into society, and to other people. Learning from the past is what helps society grow for the future.

Component B – Module 5 – Practice Paper A – Level 2

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>a good or classic book always leaves the reader with something. It might be something they have learned, a lesson, or something the reader can reflect on and take something from it</i>). The response alludes to the lens, making only superficial connections in referring to <i>A Child Called It</i> (<i>His images, opinions and experience speak to the reader in a non-direct way</i>).</p>
Development	<p>Develops one idea briefly but uses no specific evidence from the text other than (<i>a man tells the story of his troubled childhood</i>). The attempt at supporting evidence is vague (<i>Readers learn without doing work. They reflect on the opinions and experiences of the author</i>).</p>
Organization	<p>Suggests a focus on a reader's (<i>taking something from the book and used it in their own way</i>). An organization is suggested by an introduction, body, and conclusion, but sentences within these sections lack organization.</p>
Language Use	<p>Uses language that is basic and non-specific (<i>leaves the reader with something, take something from it, takes these images, and experiences to the mind</i>). Attempts to vary sentence structure are not successful (<i>Taking something from it and A book that a reader has taking something from the book and used it in their own way</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in development and somewhat stronger in conventions.</p>	

Component B – Module 5 – Practice Paper B– Level 2

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>A classic is something that is never ending or will never go away</i>). The response superficially connects the critical lens to the chosen text <i>The Red Badge of Courage</i>.</p>
Development	<p>Develops ideas briefly using some evidence from the chosen text (<i>it is about two men one who know what it like to fight in war. The other who thanks that to fight in war is just like in a book</i>).</p>
Organization	<p>Suggests a focus on war as portrayed in <i>The Red Badge of Courage</i>. Internal organization is minimal.</p>
Language Use	<p>Uses language that is minimal, and at times incoherent (<i>At the end Heny capter the south flag and his leader sprarse him and wants more of him at the end of the book Heney can't say any thing</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors that make comprehension difficult (<i>red Balge of Grage, red Balge of Crige, argree, one work that sporrets it, becuse</i>).</p>
<p>Conclusion: Overall the response best fits the criteria for Level 2, although it is somewhat weaker in language.</p>	

Component B – Module 5 – Practice Paper C – Level 2

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>books can have so much meaning while reading it, however, the more you get out of the book, the longer it can, and will keep speaking</i>). The response alludes to the critical lens making superficial connections to “<i>Romeo and Juliet</i>” (<i>These two characters, despite their death has spoken to many over the many years it has been in existence</i>).</p>
Development	<p>Develops ideas briefly (<i>Juliet and Romeo find a way to eternal happiness and Each of the other characters have important roles to move the story along</i>) identifying characters from the text and giving a vague plot summary.</p>
Organization	<p>Suggests a focus on learning from books. Paragraphs 2 and 3 attempt to summarize <i>Romeo and Juliet</i> but lacks organization.</p>
Language Use	<p>Uses language that is basic, but at times incoherent (<i>after all the hardships they face to get there, They find ways to get there and Tybalt was one that realized when he died by Romeo’s sword</i>). The attempt to vary sentence structure is often unsuccessful (<i>In “Romeo and Juliet” by William Shakespeare, the actions taken by the characters allows each reader to learn of hardships and take the overcoming action as a survival technique and With many of the trying to prevent true love and happiness</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors (<i>while reading it, actions... allows, had to get passed her mother, Juliets father</i>). The lack of end punctuation creates run-ons making comprehension difficult (<i>Juliet had to get passed her mother to be with Romeo, and likewise, Romeo had to conquer his family Juliets father was partial to her belonging with a man she did not love Romeo was intent on being with Juliet</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in organization and language use.</p>	

Component B – Module 5 – Practice Paper D – Level 3

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens (<i>books are used as tools to learn about the minds of others, and also reflect back upon us and make us look upon our own selves</i>). The response makes implicit connections between this interpretation and revenge in the chosen text <i>The Count of Monte Cristo</i>.</p>
Development	<p>Develops two ideas concerning the implied theme of revenge (<i>revenge is stupid and revenge kills the physical side of ones life</i>) with relevant evidence from the text (<i>Donte is engulfed with this hatred inside him – it consumes his life and he alters his face to disguise him from his foes, and loses everything he has to kill these men</i>).</p>
Organization	<p>Maintains a clear and appropriate focus (<i>A truly inspiring novel can change ones life due to its teachings. All books will always effect the reader in some way</i>), exhibiting a logical sequence of ideas about revenge in the chosen text.</p>
Language Use	<p>Uses language that is somewhat precise (<i>schemed against, engulfed, consumes his life</i>) and other times less so (<i>hatred inside him, also...too, longing for revenge is subsided</i>). The response has some awareness of audience and purpose (<i>Any book that we read should teach us for life and keep an ongoing message in our heads</i>). The response occasionally makes effective use of sentence structure (<i>Danté dedicated his entire life (or what he had left of it after prison) to seeking his revenge</i>).</p>
Conventions	<p>Demonstrates partial control of conventions exhibiting errors in spelling (<i>opoun, thouse, disguise</i>), punctuation (<i>ones life and its up to</i>), capitalization (<i>Statement</i>), and usage (<i>loses everything, will... effect</i>) that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Component B – Module 5 – Anchor Paper E– Level 2

Quality	Commentary
Meaning	<p>The response: Provides several interpretations of the critical lens (<i>a moral is produced, it is cut short, new ideas will be created, A classic can be applied to your life and interpreted in different ways</i>) which are interspersed with assertions about Romeo and Juliet (<i>Shakespeare could have gone on and on about this moral, every high school has the novel in its... curriculum, communication was an issue in Romeo and Juliet's case</i>).</p>
Development	<p>Develops ideas very briefly, but uses little evidence from the text (<i>"Romeo and Juliet" has been read in classrooms for years, and will continue to be read</i>). Much of the development is redundant.</p>
Organization	<p>Suggests a focus (<i>By knowing that a book will be read and re-read, it can be called a classic</i>). The response lacks organization. Most sentences and paragraphs are in random order and much of the information is repetitive.</p>
Language Use	<p>Uses language that is basic (<i>As people grow and learn more, they are taught to make assertions and insights</i>) with little sense of audience and purpose. Most sentences are correctly constructed, with some variety (<i>The world would not change if people did not change; the world will only get better if the people in it get better</i>) but little content.</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting errors that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning, and stronger in conventions.</p>	