NEW YORK STATE
COMPONENT RETEST

ENGLISH
COMPONENT B
MODULE 2

TUESDAY, MAY 13, 2003

SCORING KEY
AND
RATING GUIDE

Multiple Choice Key

1	3
2	4
3	3
4	1
5	4

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 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/text
- is a personal response

Note: Since the question specifies choosing **one** of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

IMPORTANT NOTICE

Component B Module 2

The passage, "How the Crab Apple Grew" by Garrison Keillor from *Leaving Home*, copyright © 1987 by Garrison Keillor and used by permission of Viking Penguin, a division of Penguin Putnam Inc., can no longer be posted on the web site because of copyright restrictions. We apologize for this inconvenience.

IMPORTANT NOTICE

Component B Module 2

The passage, "Too Young to Know" by Cornelius Eady, can no longer be posted on the web site because of copyright restrictions. We apologize for this inconvenience.

Multiple-Choice Questions

Directions (1–5): Select the best suggested answer to each question and write its number in the space provided on the answer sheet. The questions may help you think about ideas and information you might want to use in your written responses. You may return to these questions any time you wish.

Passage I (short story excerpt): Questions 1–3 refer to Passage I.

1 Which detail appears in all three accounts Becky writes about the planting of the tree?

(1) The tree was planted in the evening.
(2) The tree was planted in the backyard.
(3) Becky was six years old when the tree was planted.
(4) Becky's father brought the tree home as a surprise for her.

2 From the three accounts Becky writes about planting the tree, it is evident that

(1) the event took place two or three years ago
(2) under the tree is her favorite place to sit and dream
(3) she cannot imagine how the backyard would look without the tree
(4) she treasures the memory of having planted the tree with her father

3 Why does the text include a story about Becky's parents?

(1) to explain why Becky dislikes writing
(2) to reveal buried feelings about her parents
(3) to relate important background information
(4) to explain why Becky's father planted the tree

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

4 What does the second stanza reveal about the poet's mother?

(1) She appears resigned to what the father has done.
(2) She criticizes her son for questioning his father's action.
(3) She expresses sadness because the tree is no longer standing.
(4) She expresses anger with the father for chopping down the tree.

5 Why does the poet feel dissatisfied with his father's chopping down the tree?

(1) The incident revealed a flaw in his father's character.
(2) The poet misses the apricot tree because he was fond of it.
(3) The poet associates the incident with blues music, which makes him sad.
(4) The poet's father did not adequately explain why he had chopped down the tree.

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 childhood memories. 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 2 – Question # 6

One controlling idea about childhood memories illustrated in both of these passages is the idea that parents play a major role in determining which memories will be significant later in life. In the first passage Becky can't think of anything to write about what her backyard would look like to her for the first time. However in all three of her drafts she discusses how when she was six years old, she and her father planted a tree together in the backyard. This experience with her father obviously holds a lot of significance for her. In the second passage, the author is upset by his father's actions because he had chopped down a tree from the backyard without any explanation. Though years have passed, the author can still feel that same disappointment he felt when the tree was initially cut down. His father has instilled that memory deep inside him.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea is established *(parents play a major role in determining which memories will be significant later in life*, and supported with clear and appropriate details from both texts *(she and her father planted a tree together in the backyard. This experience with her father obviously holds a lot of significance for her* and *Though years have passed ... His father has instilled that memory deep inside him).* The language is appropriate and errors in conventions do not hinder comprehension.

Component B – Module 2 – Question # 6

Every chid has memories that stike with them forever and others that fade away. Usually happy or + sad memories stay with people. In passage I Becky remembers the happy time that she planted a tree with her father and she remembers every detail. In passage II the boys father chops down a tree and he never forgot how sad and mad he was because nobody told him the truth. Children do remember things that had an impact on there ~~lives~~ lives.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea is established *(Usually happy or + sad memories stay with people* and *Children do remember things that had an impact on there lives)*, and supported with clear and appropriate details from both texts *(Becky remembers the happy time that she planted a tree with her father* and *he never forgot how sad and mad he was because nobody told him the truth)*. The language is appropriate and errors in conventions *(the boys father and there* for "their"*)* do not hinder comprehension.

Component B – Module 2 – Question # 6

Childhood memories are often extreme thoughts because a child sees things differently then the rest of the world. Things are either wonderful or horrible, there is no in between. In the first passage the child has a joyful account of her parents and the tree in the backyard. In the second passage the child is angry because of what her father did and the reasons her mother used to justify it. Both passages may have been blown out of proportion because a child is telling them.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea is established *(a child sees things differently then the rest of the world. Things are either wonderful or horrible, there is no in between)*,and supported with sufficient information from both texts *(the child has a joyful account of her parents and the tree in the backyard* and *the child is angry because of what her father did and the reasons her mother used to justify it)*. Language is generally appropriate, though occasionally imprecise *(Childhood memories are often extreme thoughts* and *Both passages may have been blown out of proportion)*, and errors in conventions do not hinder comprehension.

Component B – Module 2 – Question # 6

In the passages "Too Young To Know" and "How the crabapple grew", a child describes his memories of a tree that he planted with his father. His father is described as not being around any more in the second passage at the end when he says that her father is gone & he is a stump. In the first passage she is writing a essay for her english class and she wrote about how her backyard would be different without the tree that she planted with her father and how she couldn't imagine her backyard without it. She also spoke in the story about how young she was when the tree was planted. She was six. The relationship that children have with their parents is very important to children. Childhood memories can develop or change you in many ways.

Score Point: 1

The response has a controlling idea *(Childhood memories can develop or change you in many ways)*. Although some details from the text are provided, most of the details are not clearly relevant to the controlling idea, or are too confused to demonstrate a basic understanding of the texts *(His father is described as not being around any more in the second passage at the end when he says that her father is gone & he is a stump* and *She also spoke in the story about how young she was when the tree was planted. She was six.)*. Language is occasionally imprecise, and errors in conventions do not hinder comprehension.

Component B – Module 2 – Question # 6

In both of these pieces of writing the Authors have made them different by in the first piece its a story about how her family/parents had ~~got~~ meet and her relationship with her ~~relation~~ father came to be so tight by her father coming home one night with a surprise to plant a tree, show how theire relationship grew along with the tree. In the second piece of writing this is about how the father chopped down a tree, sort of losing the daughters trust. These two stories both had likes and dislikes. ~~[illegible]~~ one thing that was liked ~~[illegible]~~ was a tree but the rest of the story was totally different plot wise.

Score Point: 1

The response compares the two texts rather than presenting a controlling idea *(These two stories both had likes and dislikes. One thing that was liked was a tree but the rest of the story was totally different plot wise).* Some details from the text are provided to show how the texts are different, but the details do not demonstrate a basic understanding of the texts. The language is occasionally imprecise *(in the first piece it's a story about how her family/parents had meet and her relationship with her father came to be so tight by her father coming home one night with a surprise to plant a tree),* and errors in conventions *(Authors* for "authors") generally do not hinder comprehension.

PRACTICE SET

Component B – Module 2 – Question # 6

Childhood memories are wonderful things. Reminising about times and ages of innocence and ignorance can give a person a sense of comfort, joy, and even nostalgia. In How the Crab Apple grew by Garrison Keillor, it shows it shows how innocent and imaginative a childs mind can be through Becky Diaver, the Main Character of the story. In the poem Too Young to Know by Cornelius Eady, it shows how simple matters can confuse children and leave them upset while not understanding the situation.

Childhood memories are very important to a child, when a child looks back on his or her memories, it reveals whether or not that child has had a good or bad childhood, and it also reveals the things that they cherished. This controlling point can be proven in both works of Literature. In "How the crab Apple Grew" by Garrison Keillor the protagonist Becky expressed her feelings that she had when She was little and she planted a tree with her father she expresses that her time was very special and cherished the fact she had an oppurtunity to do that with her father. In Too Young to Know by Cornelius Eady The protagonist also had a special tree but his situation was different, his father got rid of the tree and it upsetted the child so much; that was something the son will remember.

Component B – Module 2 – Question # 6

In anyones childhood days the memories they remember the most would have to do with there mom or dad or Step mom or Step dad or Just your Guardian, In the two passages the Childs both have memories about a tree, but In passage I it is a happy memory, in passage II its more Sad, and they both have to do with there Fathers.

Child hood memories are what you remember when you get older. In both passages they talked about ~~they~~ their memories with trees and ~~they~~ their parents. The times they spent with there parents at their house. are memories that will last a life time. There memories you would forget and you should charish them. When you get older ~~and~~ your parents may have passed away and sold the house. ~~These~~ You should think about your memories with your parents. The backward of your house you may have scars from trees ~~or~~ other things around. You can alway look at that scar and remember how you did, what your backward ~~was~~ looked like and ~~rember~~ remember how your parents tended to ~~that~~ what is now a scar.

Component B – Module 2 – Question # 6

Childhood memories are important to people. They make you who you are. Memories are so important. People that have bad memories that have had problems with there life are the people in jail. People with good memories have good jobs and families.

COMPONENT B, Module 2
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response has a controlling idea *(Childhood memories are wonderful things. Reminising about times and ages of innocence and ignorance can give a person a sense of comfort, joy, and even nestalgia)*, supported by overly general information from Passage I *(it shows how innocent and imaginative a childs mind can be through Becky Diener, the Main Character of the story)*, and detail from Passage II that does not support the controlling idea *(it shows how simple matters can confuse children and leave them upset while not understanding the situation)*. The language is generally appropriate, and errors in conventions *(nestalgia)* 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 is established *(when a child looks back on his or her memories, it reveals whether or not that child has had a good or bad childhood, and it also reveals the things that they cherished)*, and supported with clear and appropriate details from both texts *(she expresses that her time was very special and cherished the fact she had an oppurtunity to do that with her father* and *his father got rid of the tree and it upsetted the child so much)*. The language is generally appropriate, although sentence structure is weak. Errors in conventions do not hinder comprehension.

3. Score Point: 1

The response presents a controlling idea *(In anyones childhood days the memories they remember the most would have to do with there mom or dad or step mom or step dad or Just your Guardian)*. The support provided refers to both texts, but is very brief and remains overly general *(both have memories about a tree, but In passage I it is a happy memory, in passage II its more sad, and they both have to do with there Fathers)*. The language is generally appropriate, and errors in conventions *(chids)* may hinder comprehension.

4. Score Point: 1

The response presents an unclear controlling idea *(Child hood memories are what you remember when you get older. In both passages they talked about their memories with trees and their parents)*. The attempted support is so general as to be confusing, and unclear as to which text is being cited, or whether the information is personal or text detail *(The backward of your house you may have scars from trees or other things around)*. Imprecise language contributes further to the lack of clarity of the response *(There memories you would forget and you should charish them)*. Errors in conventions *(there parents, what your backward looked like)* may hinder comprehension.

5. Score Point: 0

The response provides only a personal response to childhood memories. There is no reference to either text. The response therefore receives a score of "0".

QUESTION #7

Component B – Module 2 – Question # 7

Symbolism was used as the main focus in the short story "How the Crab Apple Grew." The tree in the backyard was used to symbolize Love. The girl has love for her father and thinking about the tree in which they planted together makes her love him more. It as symbolizes the love between the mother and the father. It was planted where her mother sat, watching the father. As the tree grew, so did their love for each other.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage I *(The tree in the backyard was used to symbolize Love)*, supported with clear and appropriate evidence from the text *(The girl has love for her father and thinking about the tree in which they planted together makes her love him more. It as symbolizes the love between the mother and the father)*. The language is generally appropriate, though occasionally imprecise *(Symbolism was used as the main focus)*, and errors in conventions do not hinder comprehension.

Component B – Module 2 – Question # 7

The structure of passage II helps us understand the event by seperating it into time pieces. The first stanza as well as the second give us a first glimpse of the boy and his reaction immediatly after the apricot tree is cut down.

The third stanza takes the place of all the time betwen when the tree was cut down and the boy grew old.

The fourth and final stanza shows us the boy reflecting back on the childhood memory and remembering how he still, to this day, must be too young because of the fact he has no reason for the tree to be cut down.

This structure helps organize the thoughts well and also gives an element of time to the poem, enchancing its effect.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of structure in Passage II *(helps us understand the event by seperating it into time pieces* and *helps organize the thoughts well and also gives an element of time to the poem, enchancing its effect)*, supported with clear and appropriate evidence from the text which explains the role of each stanza of the poem in the overall meaning of the poem *(first stanza as well as the second give us a first glimpse of the boy and his reaction immediately after the apricot tree is cut down* and *third stanza takes the place of all the time between when the tree was cut down and the boy grew old)*. The language is appropriate and errors in conventions do not hinder comprehension.

Component B – Module 2 – Question # 7

In the first passage the author shows good characterization of the girls father by showing he is a kind man, but doesn't always have a suprise for his daughter. Just the fact that he wanted to plant the tree with his daughter shows hes a Nice father, and wants to plant something so that over the years when he passes on and his daughter is still around, she can go see the tree and think of the memories she has of her father and her, together.

Score Point: 1

The response chooses a literary element *(characterization)* and provides partial support from the text *(Just the Fact that he wanted to plant the tree with his daughter shows hes a Nice Father)*. Language is occasionally imprecise *(but doesn't always have a surprise for his daughter)*, and errors in conventions *(girls Father)* do not hinder comprehension.

Component B – Module 2 – Question # 7

Symbolism is an important part of Becky's story in Passage One. Becky sees the tree she planted as a symbol of her childhood and a memory with her father. The author used this literary element to help develop the story.

Score Point: 1

The response provides an explanation of symbolism in Passage I *(Becky sees the tree she planted as a symbol of her childhood and a memory with her father)*. However, the response lacks text detail to support the explanation *(The author used this literary element to help develop the story)*. The language is appropriate and errors in conventions do not hinder comprehension.

Component B – Module 2 – Question # 7

In both of two works, they shows that their parents in the memories of children affect the kids life. The short story "How the Crab Apple Grew" by Garrison Keillor and the Poem "Too young to know" by Cornelius Eady; they show their parents planted tree with them. "When you were just a gleam in your father's eye", we could find out the parents love them very much. The short story was used flashback to describe their parents and the poem was used personification to show that. the two works have some common things – relationship. It was continued to transfer the effects to each other

Score Point: 1

The response chooses flashback for Passage I and personification for Passage II, but the only support provided is *to describe their parents*. Other text details are present, but are not relevant to the use of flashback or personification. The language is occasionally imprecise *(It was continued to transfer the effects to each other)*. Errors in conventions do not hinder comprehension.

PRACTICE SET

Component B – Module 2 – Question # 7

The author took a little girl and had her father come home with a surpise. The tree that symbolized love for this daughter. then at the end the father chopping the tree down.

Component B – Module 2 – Question # 7

One literary element that can be seen throughout the first passage is the theme of the importance of family. Becky has been assigned to write about what her backyard would look like if she were looking at it for the first time. She struggles with the idea but in all three of her rough drafts she places definitive emphasis on how she and her father planted a tree together when she was just six years old. She then goes on to discuss how her parents first met and the love they shared for each other even at a young age. Such memories have helped to make Becky the girl that she is and it's evident how close to her heart she holds the idea of family

Component B – Module 2 – Question # 7

In "Passage I" the authors form of point of view was important. The point of view was from the daughters memories. As a yang child she remembered her memories in a certain way. Point of view helped develop the passage because if it was in the father's point of view it would have been alot different.

Component B – Module 2 – Question # 7

In How the Crab Apple Grew by Garrison Keillor, I believe the structure of the piece was very significant to the meaning of the story. He starts off with showing the importance of the tree through the eyes of Becky. She describes the tree and how her father and her came to plant it. He then finishes off the story with important background information explaining the signficance of the tree itself.

Component B – Module 2 – Question # 7

A very good literary technique in the second passage was symbolism. When the father cut down the old apricot tree which used to live in his parents yard. When he did this though, the boy was to young to realize why or what for his father did this. The boy's heart broke when the tree fell but he would learn to deal with it. The symbolism the is very clear in this story is when the father cut the tree he was doing it because that tree was a big part of him when he was a boy and now that he was old and knew he was dieing, he wanted that to go with him it was such a big part of him that when he went he wanted that to go to.

COMPONENT B, Module 2
ITEM 7
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response attempts the task, providing an unclear explanation of a literary technique *(The tree that symbolized love for this daughter)*, and support that does not clearly refer to either Passage I or Passage II, but rather appears to discuss the two passages as a whole. The language is imprecise *(The author took a little girl and had her father come home with a surprise)*, and demonstrates weak sentence structure.

2. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of theme in Passage I *(the importance of family* and *such memories have helped to make Becky the girl that she is and it's evident how close to her heart she holds the idea of family)*, supported with clear and appropriate evidence from the text *(in all three of her rough drafts she places definitive emphasis on how she and her father planted a tree together* and *goes on to discuss how her parents first met and the love they shared for each other)*. The language is appropriate and errors in conventions do not hinder comprehension.

3. Score Point: 1

The response chooses the literary element point of view in Passage I, and provides partial *(was from the daughters memories)* and overly general support *(remembered her memories in a certain way* and *if it was in the father's point of view it would have been a lot different)*. The language is generally appropriate and errors in conventions do not hinder comprehension.

4. Score Point: 1

The response chooses the literary element structure in Passage I *(the structure of the piece as significant to the meaning of the story)*, but the structure is not explained by the details provided from the text, which consist essentially of a plot summary. The language is generally appropriate, and the errors in conventions do not hinder comprehension.

5. Score Point: 1

The response has an unclear explanation of the literary technique symbolism in Passage II *(The symbolism the is very clear in this story is when the father cut the tree he was doing it becose that this was a big part of him when he was a boy and now that he was old and knew he was dieing, he wanted that to go with him)*, and the details provided from the text are not relevant to the use of symbolism in the poem *(The boy's heart broke when the tree fell but he woud learn to deal with it)*. Imprecise language contributes further to the lack of clarity of the response *(it was such a big part of him that when he went he wanted that to go to* and *When the father cut down the old apricot tree which used to live in his parents yard.)*, and errors in conventions may hinder comprehension.