



**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**

**New York State Regents Examination in English Language Arts (Common Core)**  
**Part 3 Rubric**  
**Text Analysis: Exposition**

Criteria	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:
<b>Content and Analysis:</b> the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis  -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis  -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy  -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or  -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
<b>Command of Evidence:</b> the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Coherence, Organization, and Style:</b> the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response  -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response  -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response  -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information  -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text  -are minimal, making assessment unreliable
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult  -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

In the provided text, a young boy believes he is dying from a sickness when, in fact, he is not that ill. Ignorance, particularly in youth, has the tendency to lead to further misconceptions that are completely removed from the reality of the situation. The ~~area~~ author of this text utilizes the literary technique of irony in order to prove that a simple misunderstanding can ignite a series of falsely-made decisions or actions. Although these decisions or actions are based off of incorrect information, they can indirectly lead to further enlightenment which, in an ironic sense, is the complete opposite of ignorance.

Ignorance of a potential problem may lead one to believe that their situation is much worse than it actually is. One example of this is when the boy is staring at the foot of his bed. It can be inferred that his "staring still" (line 59) means that he is in heavy thought about his predicament. Perhaps if he was knowledgeable of his current health status, he wouldn't have to worry as much. Another example of the effects of misconstrued information is when the boy will not allow anyone to enter his room on account of his illness. Although the boy does have a fever, this exaggeration leads the reader to believe that the boy himself believes that he is in a rather dire situation when, in fact, it is not as dire as it appears to be. One last example of the essence of youthful ignorance is when the boy believes that he will die because nobody can live with a fever higher than 44 degrees, when he actually is thinking of a separate conversion. In an ironic twist, all of the worries and precautions ~~pose~~ possessed by the boy are all made in ignorant misjudgment based off of incorrect information. Even though the boy wasn't ~~actually~~ mortally ill,

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## Anchor Paper – Part 3 – Level 4 – A

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the belief that he was led to his dismal and gloomy behavior which was ,ironically ,completely unnecessary.

In conclusion, youthful ignorance and simple misunderstanding often go hand in hand. It can be inferred that if the boy had obtained a better understanding of temperature conversions, his dismal and worrisome attitude could have been negated by a basic knowledge of the status of his condition. The playful irony that he was not in any danger of dying all along goes to show that any misunderstanding can sprout ignorance that is totally contrary to the truth of the situation.

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### Anchor Level 4-A

The response introduces a well-reasoned central idea (*Ignorance, particularly in youth, has the tendency to lead to further misconceptions that are completely removed from the reality of the situation*) and a writing strategy (*The author of this text utilizes the literary technique of irony in order to prove that a simple misunderstanding can ignite a series of falsely-made decisions or actions*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of irony to develop the central idea (*Although these decisions or actions are based off of incorrect information, they can indirectly lead to further enlightenment which, in an ironic sense, is the complete opposite of ignorance*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Another example of the effects of misconstrued information is when the boy will not allow anyone to enter his room on account of his illness and One last example of the essence of youthful ignorance is when the boy believes that he will die because nobody can live with a fever higher than 44 degrees, when he actually is thinking of a separate conversion*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and a writing strategy, then presenting three examples of *ignorant misjudgment*, each followed by its effect and concluding with a summative analysis (*The playful irony that he was not in any danger of dying all along goes to show that any misunderstanding can sprout ignorance that is totally contrary to the truth of the situation*). The response establishes and maintains a formal style, using precise language and sound structure (*It can be inferred that if the boy had obtained a better understanding of temperature conversions, his dismal and worrisome attitude could have been negated by a basic knowledge of the status of his condition*). The response demonstrates control of the conventions with infrequent errors (*one ... their*).

The central idea of this text is that misunderstandings and the lack of knowledge may cause one to lose hope in life. One literary technique that helps develop this central idea is characterization. In the text, the boy is characterized as a nine-year-old ~~boy~~ who has little experience in life.

"...he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years." Even when the doctor ~~assured~~ assured him that he was going to be fine, the boy "seemed very detached from what was going on." The boy is characterized as not being emotionally expressive. He was really worried about his condition but in front of his father, he stated that, "I ~~worry~~ don't worry." He didn't want to burden his father and was afraid that he would spread his sickness to him.

Afraid of death, the boy finally asked, "How long will it be before I die?"

It turns out that he had misunderstood the ~~temperature~~ measurements that different countries use. Being a young boy, he was given the wrong impression that "-- you can't live with forty-four degrees." His lack of knowledge because of his young age caused him to think that he was going

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## Anchor Paper – Part 3 – Level 4 – B

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to die. Realizing that he had misunderstood,  
“the ~~worry~~ hold over himself released too.”  
The revelation gave him a sense of enlightenment  
and he released all his anxieties.

### Anchor Level 4-B

The response introduces a well-reasoned central idea (*The central idea of this text is that misunderstandings and the lack of knowledge may cause one to lose hope in life*) and a writing strategy (*One literary technique that helps develop this central idea is characterization*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of characterization to develop the central idea (*the boy is characterized as a nine-year-old who has little experience in life* and *The boy is characterized as not being emotionally expressive*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He was really worried about his condition; He didn’t want to burden his father and was afraid that he would spread his sickness to him; he had misunderstood the measurements that different countries use*). The response exhibits acceptable organization of ideas and information to create a coherent response, first introducing a central idea and a writing strategy, then presenting information about the boy’s characterization in support of the central idea, and concluding with the boy’s realization *that he had misunderstood*. The response establishes and maintains a formal style, using appropriate language and structure (*Afraid of death, the boy finally asked and he released all his anxieties*). The response demonstrates control of the conventions with infrequent errors (*fourty-four* and *relevation*).

The central idea apparent throughout the text is that comprehension can be easily hindered due to the different systems of communication in use throughout the world. This can refer to languages, forms of measurement, as well as traditional customs of different cultures. Because of these differing systems, people like the boy in the text can become confused by the meaning of something. This happens when the system, in this case the method of measuring temperature, being used is unclear. Unfortunately, this leads to the boy experiencing extreme fear of death.

The author's choice in the point-of-view of the text is crucial to the events that occur. The first person point-of-view limits the reader by only being able to know the inner thoughts and feelings of the ill boy's father. Because of this, it is unclear to the reader until the end why the boy acts strangely. In line 40, the boy explains to his father: "you don't have to stay if it's going to bother you." While his meaning by this is muddled to both his father and the reader when he first says it, the purpose of this statement is revealed by the end of the text, as it becomes clear that the boy believed he would surely die,

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## Anchor Paper – Part 3 – Level 3 – A

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and he did not want his father to be negatively affected by his death. If the point-of-view had been different, the reader would not have been able to understand as clearly how the meaning of things can be unclear because of the different systems in use for communicating various aspects of reality. Ideas often with each other.

### Anchor Level 3-A

The response introduces a clear central idea (*The central idea apparent through the text is that comprehension can be easily hindered due to the different systems of communication in use throughout the world ... Because of these differing systems, people like the boy in the text can become confused by the meaning of something*) and a writing strategy (*The author's choice in the point-of-view of the text is crucial to the events that occur*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of point-of-view to develop the central idea (*The first person point-of-view limits the reader by only being able to know the inner thoughts and feelings of the ill boy's father. Because of this, it is unclear to the reader until the end why the boy acts strangely*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In line 40, the boy explains to his father: " 'you don't have to stay if it's going to bother you.' " ... the purpose of this statement is revealed by the end of the text, as it becomes clear that the boy believed he would surely die*). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing the central idea in the opening paragraph, then presenting the author's use of point-of-view in the second paragraph with a concluding sentence that reiterates how the writing strategy develops the central idea (*If the point-of-view had been different, the reader would not have been able to understand as clearly how the meaning of things can be unclear because of the different systems in use for communicating with each other*). The response establishes and maintains a formal style, using appropriate language and structure (*This can refer to languages, forms of measurement, as well as traditional customs of different cultures*). The response demonstrates control of the conventions with infrequent errors (*father: " 'you'*).

The central idea of this text is the importance of the parent child relationship. Throughout the text, a nine-year-old boy suffers from a fever, and his father takes up the responsibility to care for him. The author uses the literary elements of characterization to develop the central idea of the text about their relationship.

In the beginning of the text, the young boy, Schatz, is described as "a very sick and miserable boy of nine years." Although he is young and sick, he ignores his father's kindly advice to stay upstairs and rest, since his father suspects Schatz has a fever. Instead, the boy gets dressed and sits with his father as if he felt perfectly fine. The father, worried about his son's fever, calls the doctor, who diagnoses Schatz with the flu and a fever of "one hundred and two," which Schatz overhears. By his actions, the father shows that he is a good parent who loves his son. This close relationship eventually leads Schatz to ask his father, "about what time do you think I'm going to die?" The father is shocked to learn that for most of the day, his son thought he was dying because he thought his temperature was fatal. His misunderstanding resulted from the boy's misformation about ~~for~~ Reinhart and Celsius thermometer scales. Because the brave boy trusted his loving father enough to ask his question his father

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## Anchor Paper – Part 3 – Level 3 – B

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could correct his misunderstanding, bringing the boy great relief.

Therefore, through characterization, a close parent/child relationship is described that leads to important communication between father and son.

### Anchor Level 3-B

The response introduces a clear central idea (*The central idea of this text is the importance of the parent child relationship*) and a writing strategy (*The author uses the literary element of characterization to develop the central idea of the text about their relationship*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of characterization to develop the central idea (*Although he is young and sick he ignores his father's kindly advice and By his actions the father shows that he is a good parent who loves his son*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The father is shocked to learn that for most of the day his son thought he was dying and Because the brave boy trusted his loving father enough to ask his question, his father could correct his misunderstanding, bringing the boy great relief*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and writing strategy, then presenting evidence and analysis that support the central idea and concluding with a summative statement (*Therefore, through characterization, a close parent/child relationship is described that leads to important communication between father and son*). The response establishes and maintains a formal style, using appropriate language and structure (*Instead, the boy gets dressed and sits with his father as if he felt perfectly fine*). The response demonstrates partial control of conventions with occasional errors (*the text the young boy, Schatz is; sick he; eventauly; father, "about; farheinheit; comunication*) that do not hinder comprehension.

In our life, there ~~are~~ <sup>is</sup> always ~~somet~~<sup>one</sup> ~~thing~~, that we care and love ~~about~~<sup>lot</sup>. That person can be very special to us. In most cases, ~~those~~ special people can be kids because they receive ~~uncondit~~ unlimited care and support from their parents. From ~~This~~ passage, we ~~underst~~ get a detailed understanding of this idea, because the text ~~has~~ <sup>establishes</sup> a central idea of love and care.

Kids are the most important people in this world for parents. They make parents happy and brighten their life. The passage is a great example, where we can see, how much our parents loves us. The central idea of this passage can be said as love, care and support that parents give to their kids. When the <sup>little</sup> boy gets sick, his dad treats him with unconditional love and stayed with him almost all day. In order to emphasize the central idea, the author took advantages of some rhetorical techniques such as pathos. Kbaunerseecke "About how long will it be before I die" is a great sentence that indicates the usage of pathos. When the little boy questions his father about the time he dies, it is emotionally appealing to the audience, ~~the~~ along with all the other. "You, don't have to stay with me, papa, if it bothers you" is another example of pathos because they can strike the audience because of the love and care the little boy is receiving. The whole passage talks about

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## **Anchor Paper – Part 3 – Level 3 – C**

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the support his dad is giving the little child.

The love and care the kids receive from their parents is not limited. When they get sick, they worry and care of you and the passage is a great example that supports this central idea.

### **Anchor Level 3-C**

The response introduces a clear central idea (*In our life, there is always someone that we care and love a lot ... From the passage, we get a detailed understanding of this idea, because the text establishes a central idea of love and care*) and a writing strategy (*In order to emphasize the central idea, the author took advantages of some rhetorical techniques such as pathos*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of pathos to develop the central idea (*When the little boy questions his father about the time he dies, it is emotionally appealing to the audience*). The response presents ideas inadequately, supplying only two sentences from the text ("About how long will it be before I die" and "You don't have to stay with me, papa, if it bothers you") in an attempt to support analysis of pathos and making general observations about the text (*The whole passage talks about the support his dad is giving the little child*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph which states a central idea, followed by a body paragraph which addresses the author's use of the writing strategy (pathos) and concluding with a summation of the central idea (*The love and care the kids receive from their parents is not limited*). The response lacks a formal style, using language that is basic, inappropriate, or imprecise (*kids, is a great sentence, strike the audience, passage talks*). The response demonstrates partial control of conventions with occasional errors (*brighten their life, parents loves, the author took advantages of, they worry and care of you*) that do not hinder comprehension.

The central idea of "This passage is assumptions. The lesson learned about this topic is don't make assumptions always be sure you understand. An example of this lesson is" but his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally and the next day it was very slack and he cried very easily at little things that were of no importance." This example shows that making assumptions is not good always make sure you understand. Don't make assumptions always be sure you understand.

All authors use many literary devices when writing stories to help teach central ideas. Author of this passage does a fantastic idea of using conflict to convey his message. Conflict is Man vs. Self-schitz is scared he is dying because he mis understood his temperature. An example of conflict from the passage is "About what time do you think I'm going to die?" This shows that he is scared of facing the fact he's going to die. Another example of conflict is "About how long will it be before I die?" This shows that he is not ready to die. Conflict is when someone is a story is having trouble

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## **Anchor Paper – Part 3 – Level 2 – A**

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with something. Author used conflict  
to reinforce his central idea and  
teach me.

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### **Anchor Level 2–A**

The response introduces a central idea (*The central idea of “This passage is assumptions*) and a writing strategy (*Author of this passage does a fantastic idea of using conflict to convey his message. Conflict is Man vs. self*). The response demonstrates a superficial analysis of the author’s use of the writing strategy to develop the central idea (*An example of conflict from the passage is “About what time do you think I’m going to die”? This shows that he is scared of facing the fact he’s going to die*). The response presents ideas inadequately in an attempt to support analysis (*An example of this Lesson is “but his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally and the next day it was very slack and he cried very easily at little things that were of no importance.” This example shows that making assumptions is not good*). The response exhibits inconsistent organization of ideas and information, with one paragraph that discusses the central idea through the use of a loosely connected quote from the text and a second paragraph that is devoted to the writing strategy, employing loosely connected quotes, and then redefining conflict, failing to create a coherent response. The response lacks a formal style, using language that is basic (*Author used conflict to reinforce his central idea and teach me*) and repetitive (*always be sure you understand, always make sure you understand, always be sure you understand*). The response demonstrates partial control of conventions with occasional errors (“*This, assumptions always, good always, temperatere*”) that do not hinder comprehension.

In the text a boy named Schatz had a fever of one hundred and two. A doctor was called in to check up on the 9 year old boy, the doctor ended up diagnosing him with influenza. The father was given 3 bottles of pills and specific instruction on when to give the child the pills. Later on the father leaves only to come back to his nine year old son in the same position. ~~The~~ son asks the father when it was his time to die the father responded back talking about where they live is totally diffrent from where the alleged boys lived and the son seem to relax and understand what his father told him.

The author used descriptive language throughout the text, in ~~one~~ the beginning of the text when the son entered the room ~~to~~ the fathers room the text shows the reader what the father is seeing. "... I saw he looked ill. He was shivering his face was white, and he walked slowly as though it ached to move."

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### **Anchor Paper – Part 3 – Level 2 – B**

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This text shows that the child isn't acting like himself nor dose he look well. The son is clearly in pain and ~~they~~ ~~is~~ describing the father can see if from a far distance. By using descriptive language here it shows that the father can see from his bed his kid is not feeling well and it shows that the father cares about his son if he can see a change in his sons additude.

#### **Anchor Level 2-B**

The response introduces a writing strategy (*The author used descriptive language throughout the text*). The response demonstrates a superficial analysis of the writing strategy (*By using descriptive language here it shows that the father can see from his bed his kid is not feeling well and it shows that the father cares about his son if he can see a change in his sons additude*). There is no central idea. The response presents ideas inconsistently and inadequately in an attempt to support analysis (*the father responded back talking about where they live is tottaly diffrent from where the alleged boys lived and the son seem to relax and understand what his father told him*). The response exhibits inconsistent organization of ideas and information, providing an opening paragraph with no central idea, only summarizing the text. The response abruptly shifts to a second paragraph that identifies the writing strategy, followed by repetitive statements about *what the father is seeing*, failing to create a coherent response. The response lacks a formal style, using language that is basic (*ended up and his kid*), and imprecise (*responded back, alleged boys, dose for “does”, see if from*). The response demonstrates emerging control of conventions with some errors (*boy, the doctor; die the; tottaly; diffrant; son seem; descriptive; beggining; fathers room; isnt; pain and; sons additude*) that hinder comprehension.

A literary device that helps the author develop this passage is characterization. In this passage, The author develops the child as sick and young and does not understand. The father is caring and loving, and when the child heard his temperature he thought he was going to die. When he was in France they told him that nobody could live with a temperature of 44, but he has 102. The father then explains to his son the difference between °F and °C. So the child will stop worrying.

Anchor Level 2-C

The response introduces a writing strategy (*A literary device that helps the author develop this passage is characterization*). The response demonstrates a superficial analysis of the author's use of the writing strategy (*The author develops the child as sick and young and does not understand*). The response does not introduce a central idea. The response presents little evidence from the text beyond referencing the child's fear (*he thought he was going to die*) and the father's response (*The father then explains to his son the difference between °F and °C*). The response exhibits inconsistent organization of ideas and information, with only one paragraph consisting of one sentence about the characterization of the boy, one sentence about the father (*The father is caring and loving*), and ending with brief plot references, failing to create a coherent response. The response lacks a formal style, using language that is basic (*nobody could live with a temperature of 44, but he has 102*). The response demonstrates emerging control of conventions with some errors in this brief response (*litterary, young and does, careing, temerature he, france they*) that hinder comprehension.

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### Anchor Paper – Part 3 – Level 1 – A

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Sickness can have a huge impact in our daily lives. Sickness affects the way we think and act. When your sick your regular routine is altered. It's hard to think about things when you're sick. Everything is a blur and you're so focused on trying to get better. Sometimes you lay in bed all day and think about dieing. Also, when you're sick you want to be alone. In today's society, people are afraid of getting sick. There are many flu's going around and people don't wanna get sick. If you get sick you can miss a whole week of your classes. Also, you can spread it to other people. This is why people should get flu shots.

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#### Anchor Level 1-A

The response introduces a confused central idea (*Sickness can have a huge impact in our daily lives*), with no analysis of the author's use of a writing strategy to develop the central idea. The response presents little or no evidence from the text. The response exhibits little organization of ideas and information, consisting of one paragraph that describes how sickness affects individuals and their lives, failing to create a coherent response. The response lacks a formal style, using language that is imprecise (*When your sick, many flu's, don't wanna get*). The response demonstrates partial control of conventions with occasional errors (*sick your, foused, you lay in bed, dieing, sick you*) that do not hinder comprehension. The response can be scored no higher than a 1 since it is a personal response.

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**Anchor Paper – Part 3 – Level 1 – B**

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In this passage I believe the author used literary element as the central idea. He does so by using the boy as the element to the story.

**Anchor Level 1-B**

The response introduces a confused and incomplete central idea and writing strategy (*In this passage I believe the author used literary element as the central idea*). The response demonstrates a minimal analysis of the author's use of the writing strategy to develop the central idea (*He does so by using the boy as the element to the story*). The response presents no evidence from the text. The response exhibits little organization of ideas and information, consisting of two sentences which incorrectly identify the central idea and the literary element. The response is minimal, making assessment of language and conventions unreliable.

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**Part 3 – Practice Paper – A**

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In text the author uses Irony to identify. An example from Line 44 is it was a bright cold day, the ground covered with snow that had frozen so it seem as if all the bare trees. Another example is from Line 1.

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### Part 3 – Practice Paper – B

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The central idea for the passage is ignorance. The author uses the literary device point of view to portray the central idea of ignorance throughout the <sup>Passage</sup> novel. ~~Throughout~~

The passage is told through the dad's point of view as he is unable to decipher what is bothering his son, Schatz, after he had come down with a fever. Ignorance is portrayed many times by both Schatz and his father.

From the dad's point of view in the novel, the reader stays ignorant to what is going on in Schatz head. This can be portrayed when the author states "He was evidently holding tight onto himself about something." (lines 70-71) The reader and the dad remain ignorant as to what Schatz is ~~too~~ <sup>not</sup> straight about, although the dad does try ~~to~~ find out multiple times throughout the passage. Another instance is when Schatz says "No, I mean you don't have to stay if its going to bother you." (lines 40) insisting that his father leave him, even if the father actively tells him he does not wish to do so. The father ignorant to what his son is truly thinking, does what he is told and leaves to go hunting. It is not until the end of the passage that it is revealed that Schatz had believed he was going to die, which lifted away the ignorance from the father and the reader.

In conclusion, the author of the passage uses point-of-view to help <sup>enhance</sup> ~~enhansen~~ the central idea of ignorance throughout the passage. There are many examples when the author uses point-of-view to keep the reader ignorant throughout the

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### Part 3 – Practice Paper – B

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whole passage. Such as blatantly making Schatz dodge the dad's questions and not making the dad ~~try~~<sup>Probe</sup> to schatz with multiple questions until the very end.

The central idea that is expressed in the text is that it is unwise to make assumptions. The young boy, Schatz, learns the danger of this when he assumes that he is facing death, when, in fact, he is simply just ill. Through the use of first person point of view, the author leads the reader to wonder just how sick the boy really is because the doctor's opinion and the boy's actions do not align. One does not know the boy's real thoughts until they reach the ~~end~~ of the text. By that point, the boy's growing uneasiness, as seen through the eyes of the father, is an unnecessary burden to an already sick boy.

Throughout the story, Schatz seems "very detached from what was going on" (26-27). However, his fever is not the sole cause of this state of mind. The reader is led to believe that there may be something else going on with Schatz when he answers his father's <sup>inquiry</sup> with, "Just the same, so far" (31) and "you don't have to stay if it's going to bother you" (40). There is something Schatz is unable or unwilling to express. Through the use of point of view, though, the reader is only offered the father's perspective. He thinks his son is "perhaps... a little lightheaded" (41). Later, after going outside to hunt, the father returns and notices that Schatz "was evidently holding tight onto himself about something" (69-70). At this point in the text, Schatz reveals that he is uneasy because of the fact that he thinks he is going to die. His assumption is based ~~#~~ on a misconception from his time <sup>at school</sup> in France: "The boys told me you can't live with forty-four degrees. I've got a hundred and two" (82-83). The boy's father explains the error of his thoughts by pointing out the difference in temperature scales in the United States.

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### Part 3 – Practice Paper – C

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and France. If Schatz would have revealed his fears sooner, the confusion could have been cleared up by his father and there would have been no problems aside from his fever.

The negative effects of assumptions ~~are not~~<sup>are made clear</sup> in this text. The author shows the discomfort that is brought on by the son's quickness to assume the worst outcome and his determination to keep it from his father. The first person point of view in the text creates an atmosphere of mystery since the father had no idea of his son's confusion. The tension created by this mystery shows the reader that, although a debacle can usually be worked out, it is still unwise to make assumptions.

From the very beginning of the passage the author characterized the father with concern for his son. He immediately reacts by sending him back to bed after feeling to see if he had a temperature. After calling the doctor and him leaving the boy with mcdowell, the father stayed by his sons side and read to him to show him that he has his dad there for him. His father continually asking how he was feeling.

In Conclusion this passage was strongly about the support of family and how to will help you.

It is often said that adolescence is the best stage of life. Young children enjoy an abundance of freedom and happiness as they have little to stress about. However, in this text the author suggests that children do spend a considerable amount of time thinking about things; things that are of no real importance. The author uses characterization to demonstrate the ~~knowing~~ naiviness of the youth.

The character Schatz is the typical young boy who ponders ~~about~~ about the little things in life. Schatz was, "sitting by the fire looking like a very sick and miserable boy of nine years" and although he is sick, he chooses to, "stay awake" and think about his life. Schatz main focus should be about relaxing and getting better but he'd much rather contemplate what is going to happen to him. The author mentions how Schatz's father goes out to get food for the family. As an adult, his job is to provide for his family. Schatz "had been waiting to die all day, ever since nine o'clock in the morning" all because he believed his friends who told him false information that made him believe he could not suffer his fever. Thinking that he was going to die, Schatz behaved in this very cold and detached manner; so unlike normal happy little boys. Schatz foolishly stressed over nothing and when he found out the truth, he seemed to be relaxed and content with life again.

The text shows a ~~cons~~ contrast between adult problems and adolescence problems. The author educates

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**Part 3 – Practice Paper – E**

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his readers about the perceived issues that children believe that they have when in reality, they face little worries and hardships. The character of Schatz exemplifies how the youth are often nice.

**Practice Paper A – Score Level 1**

Holistically, the response best fits the criteria for Level 1.

**Practice Paper B – Score Level 3**

Holistically, the response best fits the criteria for Level 3.

**Practice Paper C – Score Level 4**

Holistically, the response best fits the criteria for Level 4.

**Practice Paper D – Score Level 2**

Holistically, the response best fits the criteria for Level 2.

**Practice Paper E – Score Level 3**

Holistically, the response best fits the criteria for Level 3.

**Map to the Common Core Learning Standards  
Regents Examination in English Language Arts (Common Core)  
January 2017**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.3 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	RL.5 (11-12)
4	MC	1	1	RL.2 (11-12)
5	MC	1	1	RL.5 (11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.2 (11-12)
8	MC	1	1	RL.3 (11-12)
9	MC	1	1	RL.4 (11-12)
10	MC	1	1	RL.5 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	RL.2 (11-12)
13	MC	1	1	L.5 (11-12)
14	MC	1	1	L.5 (11-12)
15	MC	1	1	RI.5 (11-12)
16	MC	1	1	L.4 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.2 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	RI.2 (11-12)
21	MC	1	1	RI.5 (11-12)
22	MC	1	1	RI.4 (11-12)
23	MC	1	1	RI.3 (11-12)
24	MC	1	1	RI.2 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RI.1–6&10(11–12) W.2, 4&9(11–12) L.1–6(11–12)

**The Chart for Determining the Final Examination Score for the January 2017 Regents Examination in English Language Arts (Common Core) will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) must NOT be used to determine students' final scores for this administration.**

### **Online Submission of Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.