



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

Criteria	Responses at this Level:	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	<ul style="list-style-type: none"> <li>-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis</li> <li>-demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a clear central idea and a writing strategy that establish the criteria for analysis</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a central idea and/or a writing strategy</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a confused or incomplete central idea or writing strategy and/or</li> </ul>
<b>Command of Evidence:</b> the extent to which the response presents evidence from the provided text to support analysis	<ul style="list-style-type: none"> <li>-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas sufficiently, making adequate use of relevant evidence to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>-present little or no evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>-present little or no evidence from the text</li> </ul>
<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	<ul style="list-style-type: none"> <li>-exhibit logical organization of ideas and information to create a cohesive and coherent response</li> <li>-establish and maintain a formal style, using precise language and sound structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit acceptable organization of ideas and information to create a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit inconsistent organization of ideas and information, failing to create a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>-lack a formal style, using language that is basic, inappropriate, or imprecise</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit little organization of ideas and information</li> </ul>
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<ul style="list-style-type: none"> <li>-demonstrate control of conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate partial control of conventions with some errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate emerging control of conventions with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult</li> </ul>	<ul style="list-style-type: none"> <li>-are minimal, making assessment unreliable</li> </ul>

- 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 a 0.

The passage is about a husband and wife, Jan and Antonia, and the zoo they own in Poland. More specifically, the passage focuses on Antonia's relationship (which is very unique) to the animals of the zoo. The author uses characterization to better portray this special relationship. To explain the way Antonia views the animals, the author gives almost "human like" descriptions of them. "Each morning, when zoo dawn arrived, a starling gushed a melody of stolen songs, distant wrens cranked up a few arpeggios, and cuckoos called monotonously like clocks stuck on the hour." (lines 11-13) The author proceeds to explain all the various animal sounds; the descriptions given illustrate how, while most would consider the animal sounds as nothing more than noise, Antonia views them as music, able to appreciate their beauty. "She envied their array of ancient, finely tuned senses; a human gifted with those ordinary talents, Westerners would call a sorcerer." (lines 50-52) As illustrated by the quote above, Antonia has a deep respect and admiration for these animals, which is what allows the animals to trust her. When describing ~~the~~ Antonia <sup>and</sup> ~~companion~~ the animals, words such as "companion" (line 41), "gifted" (line 51), and "affectionate" (line 66) convey ~~a~~ sense of wonder and love ~~the~~, the feelings that are the foundation for their unique relationship.

The author's characterization used throughout the passage also helps the reader better understand Antonia's connection with nature and the animals. "Antonia identified with animals, fascinated by how their senses tested the world." (line 42) Due to the way Antonia was able to appreciate and relate to the animals, she was able to almost "become them". She could "transform" to their point of view and understand their thoughts and feelings. "Antonia loved

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

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to slip out of her human skin for a while and spy on the world through each animal's eyes, and she often wrote from that outlook, in which she intuited their concerns and know-how, including what they might be seeing, feeling, fearing, sensing, remembering." (lines 53-56) ~~The author, throughout the passage, conveys Antonia's unique worldview and uses characterization to explain it. This allows the reader to better understand the central idea of Antonia's relationship with the animals of her zoo.~~

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### Anchor Level 4–A

The response introduces a well-reasoned central idea [*The passage is about a husband and wife, Jan and Antonia, and the zoo they own in Poland. More specifically, the passage focuses on Antonia's relationship (which is very unique) to the animals of the zoo*] and a writing strategy (*The author uses characterization to better portray this special relationship*) 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 descriptions given illustrate how, while most would consider the animal sounds as nothing more than noise, Antonia views them as music; Antonia has a deep respect and admiration for these animals, which is what allows the animals to trust her; Due to the way Antonia was able to appreciate and relate to the animals, she was able to almost "become them"*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis [*To explain the way Antonia views the animals, the author gives almost "human like" descriptions of them and When describing Antonia and the animals, words such as "companion" (line 41), "gifted" (line 51, and "affectionate" (line 66) convey a sense of wonder and love*]. The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and the writing strategy, followed by three examples of Antonina's deep respect and admiration for the zoo animals and thus the animals' trust in Antonina, then a second paragraph that further describes Antonina's identification with the zoo animals (*she could "transform" to their point of view*), ending with a reiteration of the central idea and writing strategy (*The author ... conveys Antonia's unique worldview and uses characterization to explain it. This allows the reader to better understand the central idea of Antonia's relationship with the animals of her zoo*). The response demonstrates control of conventions with infrequent errors (*Antonia*).

When one thinks of wild beasts they envision lions, tigers, bears and hyenas in their element, roaring and snapping. To Antonina, <sup>and Jan</sup> the ~~zookeepers~~ of the Warsaw Zoo, these creatures were beautiful ~~with~~ animals that just viewed the world differently. Aided by her husband ~~Jan~~ Antonina cared for the animals, gaining their love and respect. A central idea of the text would be how when that when animals around you sense your sincerity, in that you mean no harm, they will reciprocate. Antonina studied animals out of curiosity and learnt their ways of life. In her eyes, "Here lived the wild, that fierce beautiful monster, caged and befriended." This shows how she personally befriended wild animals, thus earning their trust. It says she lived her life by the animals' routines, not her own. She would ~~wake~~ remain awake past a normal person's bedtime to help birth a baby giraffe. Because of this love for animals, it says she had an "uncanny ability to calm unruly animals." The animals obeyed her for she bore no harm.

A technique used by the author to convey the central theme is imagery. Through the descriptive imagery one can imagine the animals as depicted. Describing Jan, Antonina's husband, it says "On Jan's daily rounds of the zoo by bicycle, a large elk named Adam swayed closely behind, ~~him~~ an inseparable companion." Normally, elk are wild animals whom ~~humans~~ hunt, however this elk, Adam, seems to be peaceful. The text did not merely say Adam followed Jan, rather he swayed ~~to~~ near

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

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him, as well as he was very large. One can clearly envision a Polish man riding on a bicycle, ~~doing his~~ making his rounds, with a large elk padding after him. One laughs at this imagery, for it seems unbelievable. However, when animals sense that one means no harm, they will reciprocate and calmly interact with the human.

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### **Anchor Level 4–B**

The response introduces a well-reasoned central idea (*A central idea of the text would be that when animals around you sense your sincerity, in that you mean no harm, they will reciprocate*) and a writing strategy that clearly establish the criteria for analysis (*A technique used by the author to convey the central theme is imagery. Through the descriptive imagery one can imagine the animals as depicted*). The response demonstrates a thoughtful analysis of the author's use of imagery to develop the central idea (*The text did not merely say Adam followed Jan, rather he swayed near him, as well as he was very large*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She would remain awake past a normal person's bedtime to help birth a baby giraffe; Normally, elk are wild animals whom humans hunt, however this elk, Adam, seems to be peaceful and One can clearly envision a Polish man riding on a bicycle, making his rounds, with a large elk padding after him*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by introducing the central idea in the first paragraph with several supporting examples (*Antonina studied animals ... and learnt their ways of life and she lived her life by the animals' routines, not her own*), moving to a second paragraph that incorporates the writing strategy of imagery, using a thorough description of an elk and ending with a restatement of the central idea (*when animals sense that one means no harm, they will reciprocate and calmly interact with the human*). The response establishes and maintains a formal style, using precise language and sound structure (*To Antonina and Jan, the zookeepers of the Warsaw Zoo, these creatures were beautiful animals that just viewed the world differently*). The response demonstrates partial control of conventions with occasional errors (one ... they; whom; hunt, however) that do not hinder comprehension.

The text tells the story of a husband and wife, that own and care for a pet store in Poland. The author uses a writing strategy of a theme of dedication. That theme develops a central idea that devotion to work can be satisfying.

The author shows an example of the theme of dedication when describing day to day life at the zoo. For example, it says "their routine was never quite routine... one attuned to animals, the other to humans." This shows the couple's dedication because they have to consider the needs of the animals at all times of day, whether or not it is convenient for their own lives. The text further conveys how this is satisfying by claiming, "this brought a slanted merriment to each day." The quote means that there was something fun about each day of work. Another example of dedication, is the couple's home, in which they open it up to animals. As stated in the text, "The Zabinskis charged their home with injured or orphaned newborn or sick animals, as well as pets." This also supports the central idea about devotion to work being satisfying. Because the couple probably would not give up their personal living space if there was not something satisfying about it. It also later describes Antonina's attitude towards the animals as "affectionate curiosity." The final example of the theme of dedication is sort of all-encompassing for Antonina. She tried to spiritually connect with the animals. In the text it says, "Antonina loved to dip out of her human skin for awhile and sprawl on the world through each animal's eyes." This shows how deep the woman's devotion was though.

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

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because she tries to become the animals and clearly enjoys it.

These examples do a great job showing how the theme of dedication supports a central idea that devotion to work can be satisfying.

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### **Anchor Level 3–A**

The response introduces a clear central idea (*devotion to work can be satisfying*) and a writing strategy (*The author uses a writing strategy of a theme of dedication*) that establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of theme to develop the central idea (*This also supports the central idea about devotion to work being satisfying ... the couple probably would not give up their personal living space if there was not something satisfying about it* and *This shows how deep the woman's devotion was though because she tries to become the animals and clearly enjoys it*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The author shows an example of the theme of dedication when describing day to day life at the zoo and She tried to spiritually connect with the animals. In the text it says, "Antonina loved to slip out of her human skin for a while and spy on the world through each animals eyes*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and writing strategy, followed by a body paragraph with several supporting examples, ending with a summative paragraph reaffirming that *the theme of dedication supports a central idea that devotion to work can satisfy*. The response establishes and maintains a formal style, using appropriate language and structure (*This shows the couple's dedication because they have to consider the needs of the animals at all times of day, whether or not it is convenient for their own lives*). The response demonstrates control of conventions with occasional errors (*wife, that; day to day; convenient; home, in which they open it up; was though*) that do not hinder comprehension.

In this text, it is made clear how badly the people of Poland yearned for a zoo in their country. This dream becomes a reality when Jan and his wife Antonina open one of their own. The central idea of the text declares that if you surround yourself with your passion, than you will never truly "work" a day in your life. This idea is captured by the essence and characterization of Antonina as the text progresses.

The author clues the reader in on how involved and passionate Antonina is about her work and maintaining her zoo. Her work was her escape, "Antonina loved to slip out of her human skin for a while and spy on the world through each animal's eyes." (pg 11). This characterized Antonina as an animal lover and shows her fascination for wild life. She also was able to connect with the animals on a different level. For example, the text states, "She tended her wards with affectionate curiosity and... put them [the animals] at ease." (pg 11). Not only does her passion make her happy, but it motivates her

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

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and allows her to be great at her job.

Additionally, Antonina is very dedicated to her animals like when she "woke in the night an animal, like a giraffe (pg 10). She allows the animals to be a regular part of her day, no matter what the hour or day. The reader can clearly see through the author's strong and apparent use of characterization of Antonina, how passion will lead you to success and happiness in the end.

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**Anchor Level 3-B**

The response introduces a clear central idea (*The central idea of the text declares that if you surround yourself with your passion, than you will never truly “work” a day in your life*) and a writing strategy (*This idea is captured by ... characterization of Antonina as the text progresses*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of characterization to develop the central idea (*This characterizes Antonina as an animal lover and shows her fascination for wild life*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*She also was able to connect with the animals on a different level* and *For example, the text states, “She tended her wards with affectionate curiosities and ... put them [the animals] at ease”*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the central idea and writing strategy in the first paragraph, followed by a paragraph with examples of *how involved and passionate Antonina is about her work*, ending with a summative paragraph that reaffirms the author’s use of characterization to support the central idea. The response establishes and maintains a formal style, using appropriate language and structure (*Not only does her passion make her happy, but it motivates her and allows her to be great at her job*). The response demonstrates partial control of conventions with occasional errors (*wife Antonina, loked, curiously, animals like*) that do not hinder comprehension.

In the text the author explains what it's like living at a zoo and how they had to adjust their lifestyle. These people living there had to adjust to "Animal Time".

The author uses sound imagery to explain how mornings are in the zoo. [Another example] They say all the animals wake up it's a "starling gushed a medley of stolen songs." For example "the gibbons began whooping bugle calls so crazy loud that the wolves and hunting dogs started howling." Antonina and Jon learned to schedule their lives and times. They wake up earlier than they used to and always have to take care of every single animal and can't forget any. Another example of sound imagery is when "the hyenas gibbering, the lions roaring, the ravens croaking, the peacocks Schreeching" shows how much sound ~~and~~ is going on in the early morning and you obviously

can't sleep through any of that.

This text shows how people can adjust to things they have and it will work out.

**Anchor Level 3-C**

The response introduces a clear central idea (*the author explains what it's like living at a zoo and how they had to adjust their lifestyle*) and a writing strategy (*The author uses sound imagery*) that establish the criteria for analysis. The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*Another example of sound imagery is when "the hyenas gibbering" ... shows how much sound is going on in the early morning*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*it's a "starling gushed a medley of stolen songs" and "the gibbons began whooping bugle calls"*). The response exhibits acceptable organization of ideas and information to create a coherent response, first establishing the central idea in the opening paragraph, then identifying and discussing *sound imagery* in the second paragraph, ending with a summative statement that *this text shows how people can adjust to things they have*. The response lacks a formal style, using language that is basic (*how much sound is going on*) or inappropriate (*you obviously can't sleep through any of that*). The response demonstrates partial control of conventions with occasional errors (*imagrey, wake up it's, schreeching, obviously*) that do not hinder comprehension.

The text talks about how Jan and his wife, Antonina, own a zoo in Poland. Antonina likes to observe the animals, and watch how they live their life. The central idea of the text is to be patient with animals, being patient will help understand an animal's life. This is supported when the text states, "She and Jan soon learned to slow around predators like, wild cats, because close-set eyes give them pinpoint depth perception." Antonina and Jan have to be careful and slow, so they can be around wild cats.

Language use helps develop the central idea of being patient around animals. For example, when the text says, "She and Jan soon learned to slow around predators like, wild cats, because close-set eyes give them pinpoint depth perception." The text explains how they have to move around wildcats or else they'll jump on them. Another example would be, when they say "Antonina loved to slip out of her human skin for a while and spy on the world through each animal's eyes..." She likes to experience animal's lives, and the language use makes it believable.

Anchor Level 2-A

The response introduces a central idea (*The central idea of the text is to be patient with animals*) and a writing strategy (*Language use helps develop the central idea of being patient around animals*). The response demonstrates a superficial analysis of the author's use of the writing strategy to develop the central idea (*The text explains how they have to move around wildcats or else they'll jump on them*). The response presents ideas inconsistently and inadequately in an attempt to support analysis, providing one quote that is repeated (*This is supported when the text states, "She and Jan soon learned to slow around predators ... because close-set eyes give them pinpoint depth perception ..."*) and a second quote which does not support the stated central idea. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of two paragraphs that are repetitive and shift focus from the idea of observing the animals, and ... how they live their life to being patient around animals to experiencing animal's lives. The response lacks a formal style, using language that is basic (*The text talks about how Jan and his wife, Antonina, own a zoo in Poland*) that is sometimes imprecise (*being patient will help understand an animal's life*). The response demonstrates partial control of conventions with occasional errors (*jan; their life; animals, being; slow, so; eyes... "She; animal's lives; believeable*) that do not hinder comprehension.

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

In the text the authors Jan Zabinski gives the main idea that animals are beauty they are included in nature. Children gets so excited after looking at animals. So he wanted to open a Zoo with lot of animals to increase the beauty of nature. Every day when the Zoo opens there are a lot of nice voices to hear. Every animal is making its own sleep sounds, and it feels so good to hear those voices.

Jan Zabinski and Antonina opens the villa they doesn't know how to treat the animals in start. They were wild cats. "The villa buzzed with animals" (Line 38 p.910) - Jan Point of view was that we can't learn about animals while staying away from them or online researches. If you want to know more about animals we have to stay around them and see what they want and how they survive.

#### Anchor Level 2-B

The response introduces a central idea (*the authors Jan Zabinski gives the main idea that animals are beauty*) and a writing strategy (*point of view*). The response demonstrates a superficial analysis of the central idea (*Every animal is making its own sounds, and it feels so good*), but the analysis of the author's use of writing strategy supports a different idea (*Jan Point of view was that we can't learn about animals while staying away from them or online researches*). The response presents ideas inadequately and inaccurately in an attempt to support analysis (*authors Jan Zabinski and They doesn't know how to treat the animals*), making use of some evidence that may be irrelevant (*children gets so excited after looking at animals*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response consists of two paragraphs of loosely connected sentences, which shift focus from *animals are beauty* to *if you want to know more about animals we have to stay around them*. The response lacks a formal style, using language that is basic (*They are included in nature*) and imprecise (*to increase the beauty of nature, there for "their", in start for "at the start"*). The response demonstrates emerging control of conventions with some errors (*authors Jan, children gets, alot, it's own, Jan Zabinski and Antonina opens, They doesnt, Jan point, you ... we*) that hinder comprehension.

In the text the author shows the use of conflict. The author shows the use of conflict to show the animals life and how they have to adapt to there surrounding.

One way the author shows the use of conflict when the author tell us about how the animals have to come form the wild and then go into a Zoo have everything done for them and have to go back into the wild and learn everything over again. The two conflicting thing that are shown are the Zoo and the Wild.

In this text the author shows conflict as a writing strategy because the Zoo are not caring what they are doing to the animals so they just thought them back in to the wild.

## **Anchor Level 2–C**

The response introduces a central idea and a writing strategy (*The author show the use of conflict to show the animals life and how they have to adapt to there sorunding*). The response demonstrates a minimal analysis of the author’s use of *conflict* to develop the central idea (*the two conflicting thing that are shown are the zoo and the wild*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (*the animals ... go into a zoo have everything done for them and have to go back into the wild and the zoo are not carying what they are doing to the animals so they just throught them back in to the wild*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of three paragraphs of loosely connected sentences that contain erroneous and contradictory statements and shift focus from animals having *to adapt to there sorunding* to their being *throught* (thrown) *back in to the wild*. The response lacks a formal style, using language that is basic (*In the text the author shows the use of conflict*) and imprecise (*there* for “their”, *form* for “from”, *go into a zoo have everything done*). The response demonstrates emerging control of conventions with some errors (*animals life*, *sorunding*, *author tell*, *conflicting thing*, *show's*, *zoo are*, *throught*) that hinder comprehension.

The author uses literary devices to explore the central idea of the text. The central idea of the text is that animals shouldn't be kept in zoos. Many animals are kept in zoos across the world and it's blocking them from the real world; they are taken in at a young age and are locked in these exhibits for life, this isn't fair and zoos shouldn't trap animals just for people's entertainment.

The author uses conflict to explore the central idea. The conflict is many animals are being mistreated in these zoos. They don't receive the proper food, and attention needed they get locked up in these cages for those idlers. This connects back to the central idea because these conditions are making the population of animals go down slowly.

### **Anchor Level 1–A**

The response introduces a confused and incomplete central idea (*animals shouldn't be kept in zoo's*) and demonstrates a minimal analysis of the author's use of writing strategy to develop the central idea (*The author uses conflict to explore the central Idea*). The response presents little or no evidence from the text. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of one paragraph that describes the unfair treatment of zoo animals (*many animals are kept in zoo's across the world and it is blocking them from the real world*) and a second paragraph which describes how the author uses conflict to describe how animals *are being mistreated in these zoo's*. The response lacks a formal style, using language that is basic (*They dont recieve the proper food, and attention needed they get locked up in these cages for there lives*). The response demonstrates emerging control of conventions with occasional errors (*zoo's, isnt, peoples, recieve, there* for “*their*”) that do not hinder comprehension. The response must be scored no higher than a Level 1 since it is a personal response.

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

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This passage is about Polish  
Scientists who wanted create a amazing zoos  
that would rival other zoos in europe

### Anchor Level 1-B

The response introduces an incomplete central idea (*This passage is about Polish Scientists who wanted create a amazing zoo that would rival other zoos in europe*) and demonstrates no analysis of the author's use of a writing strategy to develop the central idea. The response presents no evidence from the text. The response is minimal, making assessment of language unreliable. The response is minimal, making assessment of conventions unreliable.

In the passage about the Warsaw Zoo there was a married couple known as Jan Zabinski and his wife Antonia it shows different points of view from both the animals and Antonia perspective.

In the passage they give different point of view from Antonia and the animals perspective. They passage talks about how Antonia Jan Zabinski's wife always watches the animals at the Zoo and she makes sure she pays attention to everything the animals do and how they everyday life and watches how they communicate. I believe the theme of this passage was appreciate the talents you are given. I say this because Antonia appears to have a sixth sense that she enjoys and that is learning and communicating and paying close attention to the animals she also seemed to care for them and know what

Their everyday life was  
for example in the passage  
it says "Antonia loved to slip  
out of her human skin for a  
while and spy on the world  
through each animal's eyes" This  
shows that one "she cared  
for those animals and two  
she began to look through the  
animals perspective of how they  
live and she enjoyed it.

In conclusion Antonia put  
herself in the animals shoes  
and felt what they felt and  
learned the the animals co-  
mmunicated and showed lots  
of interest in the animals.

The text followed the life of Jan and Antonina Zabinski, who are zoo directors that look over 1,500 animals. The animals range horses to rhinos, with the intention of studying their behavior and psychology. The central idea of the text is that a passion for a study can run deep, and this idea mostly pertains to character Antonina Zabinski. The <sup>author</sup> writer of the text highlights this central idea by using characterization of Antonina to help illustrate Antonina's peculiar connection to the zoo.

The <sup>author</sup> writer of the text chooses to gradually expose Antonina's <sup>deep</sup> passion for her study on her zoo animals. The first of information presented to the readers is in line 5, stating "It pleased Antonina that her zoo offered an orient of fabled creatures, where book pages sprang alive and people could parley with ferocious animals." This quote illustrates the author's use of characterization to support the central idea. By describing Antonina's feelings on the zoo itself, the audience can better understand how passionate she is about learning about her animals and their behaviors and psychology. Besides the author describing Antonina's character around the zoo and animals, a journalist in the text bluntly states it. This can be found in line 37, which states "The ~~exhibit~~ <sup>connected</sup> with animals, which Jan explained ~~psychology~~ ... 'It's not enough to do research from a distance. It's by living beside animals that you learn their behavior and psychology.' " The author chooses to include Jan's words to show that Antonina's passion is visible.

to her husband, and that is a part of her character. The paragraph following that quote further describes Antonina by stating that she "identified with animals". This character quality of Antonina's no doubt helps illustrate to Central idea, that her passion for her study on her animals runs deep.

The author of the text interestingly, and intelligently chooses to end the text with a quote from Jan about Antonina; and it certainly helped to develop the central idea, that passion for a study runs deep, through using characterization; "She's so sensitive, She's almost able to read their minds..

She becomes them... She has a precise and very special gift, a way of observing and understanding animals that's rare, a Sixth sense... It's been this way since she was little..."

Part 3 – Practice Paper – C

The central idea is that he wants to dream about ~~having~~ building or making a big zoo in the capital city and in Europe but he really wants it in Germany. He wants kids or other adults dreams to come true also see the animals talk to them in person see them thru the glass.

He wants ~~to~~ the wife to live in Germany "that fierce beautiful monster cryed and bellowed"

In the text I just read was about ~~an animal~~ this women named Jan and how she connects with animals. The animals feel very comfortable with her being around because Jan ~~has~~ has a gift ~~with~~ <sup>in the</sup> ~~for~~ animals. This article has a literary device that the ~~other~~ author uses and that is alliteration. The reason why it's so important that the author uses alliteration is because she is ~~repeating~~ repeating the ~~same~~ same first letter. So Jan feels that when she is with the animals she is one of them. Like she has all the senses that the animal has ~~too~~. She has, "Seeing, feeling, fearing, sensing" (line 55). Jan has felt worth being with the animal and they pretty much love her. The animals sees & Jan as an animal. They understand what she does the animals can do it too.

"Walking in soft slippers or solid shoes." (line 58). Jan gift makes her really close to the animal. That she so quite and as one of them. The animals love it. There is always a good of having something special that other have and you don't have.

In conclusion ~~it~~ if there is advantage of something special you should take it or do it. What you think is right. Would you want to have Jan gift.

The author of this text is effective in developing the central idea of the story. It is clearly conveyed that Antonina has a unique connection with the zoo animals and her life revolves around them. It is easy to see that Antonina bonds with the animals on an extremely deep level: ... She has a precise and very special gift, a way of observing and understanding animals that's rare, a sixth sense ... "(text lines 71-72) Consequently, Antonina's life every single day is centered on them. The author emphasizes her kinship with the animals by explaining how Antonina even has injured animals in her home, living beside her: "The villa bristled with animals, which [her husband] Jan, explained simply: "... it's by living beside animals that you learn their behavior and psychology," (text lines 38-39). To reinforce the central idea that Antonina is deeply connected to these animals, the author shows how she even becomes like the animals: "Antonina loved to slip out of her human skin for a while and spy on the world through each animal eyes... she intuited their concerns and know-how ... what they might be seeing, feeling, fearing, sensing, remembering", (text lines 53-56). Antonina is so connected to the animals that she can almost read their minds.

The author employs characterization throughout the texts to support the central idea of Antonina's close relationship with the zoo animals illustrating furthermore that Antonina has a spiritual bond with the zoo

inhabitant: "Jan, a devout, scientist, [credit] Antonina with the metaphysical waves of a nearly shamanistic empathy when it comes to animals..." (text lines 69-70). Furthermore, Antonina is characterized as happy with her animals every day; her life is centered around her ~~goa~~ and its inhabitants (... brought a stated novelty to each day and though the problems might be tiring, it imprinted her life with small welcome moments of surprise" (text lines 25-27). Therefore, the author's use of characterization clearly develops the central claim that Antonina is deeply committed to the ~~goa~~ and its animals.

**Practice Paper A – Score Level 2**

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

**Practice Paper B – Score Level 3**

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

**Practice Paper C – Score Level 1**

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

**Practice Paper D – Score Level 2**

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

**Practice Paper E – Score Level 4**

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

**Map to the Learning Standards**  
**Regents Examination in English Language Arts**  
**January 2019**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.4 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	RL.3 (11-12)
4	MC	1	1	L.5 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.2 (11-12)
8	MC	1	1	RL.4 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.6 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.3 (11-12)
13	MC	1	1	RL.5 (11-12)
14	MC	1	1	RL.4 (11-12)
15	MC	1	1	RI.2 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.5 (11-12)
18	MC	1	1	RI.6 (11-12)
19	MC	1	1	RI.2 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.3 (11-12)
22	MC	1	1	RI.3 (11-12)
23	MC	1	1	RI.5 (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 2019 Regents Examination in English Language Arts* 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 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.