



**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:
<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> <li>-demonstrate an appropriate 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 central idea and/or a writing strategy</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a confused or incomplete central idea or writing strategy and/or</li> <li>-demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea</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 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> <li>-establish and maintain a formal style, using appropriate language and structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit inconsistent organization of ideas and information, failing to create a coherent response</li> <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> <li>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text</li> <li>-are minimal, making assessment unreliable</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 occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate emerging control of conventions with some 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> <li>-are minimal, making assessment of conventions 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.

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

The central idea of the text is that a child cannot be restrained from having something they want, and that they are excited to get. In this passage, it is shown that the narrator even comes up with their own philosophy in order to get away with stealing pears. The author shows the narrator's excitement for the pear tree by using repetition.

When the narrator is describing the pear tree, they use repetition to ~~do~~ depict how much they went to eat the pears. The narrator states, "I could see the pears, and I knew I wanted them... I wanted them mostly for wanting them. I wanted pears... More, though, I wanted wanting and getting, and I invested means" (lines 14-18). The author makes use of repetition to depict the narrator's great desire to have pears from the pear tree by repeating the phrase "I wanted". This supports the idea that when a child is excited to get something, they will do anything possible to get that thing. The narrator also makes note of how "ready" the pears are for eating, "The pears were fat and ready for eating... but I chose only five, those that were most ready... I kept seeing the pears until they were ready" (24-28). The narrator's repetition of the readiness of the pears depicts the excitement of eating the pears. The author did this to show how a child cannot be restrained from having something if they want it bad enough which is shown through the narrator's anticipation for the fruits being ready enough for eating.

The author also uses repetition to depict how the narrator

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

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tries justifying his actions. The narrator states, "I hope he needs this because I want him to know that I am not a thief and never have been... and I hope he reads this because I am going to tell him why" (Lines 6-6). The repetition almost makes it seem that the narrator doubts what he has to say, yet he will still try justifying it. The author does this to show that a child cannot be restrained from something they are excited to get, because even if they know that they are in the wrong, they will try justifying their actions.

## **Anchor Level 4–A**

### **CONTENT AND ANALYSIS:**

- The response introduces a well-reasoned central idea (*The central idea of the text is that a child cannot be restrained from having something they want, and that they are excited to get*) and a writing strategy (*The author shows the narrator's excitement for the pear tree by using repetition*) that clearly establishes the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of repetition to develop the central idea (*The author makes use of repetition to depict the narrator's great desire to have pears from the pear tree by repeating the phrase “I wanted” and The narrator's repetition of the readiness of the pears depicts the excitement of eating the pears*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The narrator states, “I could see the pears, and I knew I wanted them ... I wanted them mostly for wanting them. I wanted pears ... More, though, I wanted wanting and getting, and I invented means” and The narrator also makes note of how “ready” the pears were for eating, “The pears were fat and ready for eating ... but I chose only five, those that were most ready ... I kept seeing the pears until they were ready”*).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces a central idea and writing strategy followed by two supporting paragraphs that discuss and exemplify how *when a child is excited to get something, they will do anything possible to get that thing* and how the narrator justifies his actions (*The author does this to show that a child cannot be restrained ... because even if they know that they are in the wrong, they will try justifying their actions*).
- The response establishes and maintains a formal style, using precise language and sound structure (*In this passage, it is shown that the narrator even comes up with their own philosophy in order to get away with stealing pears and The repetition almost makes it seem that the narrator doubts what he has to say, yet he will still try justifying it*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates control of the conventions with infrequent errors (*child ... they and enouf*), though it does alternate between plural and singular pronouns when referencing the narrator.

A central idea can be derived when reading text. This is shown in the passage "Five Ripe Pears" by William Saroyan. The central idea of this passage is that Saroyan is misunderstood to be a thief. Irony is used to develop this central idea to show how no one understands him.

Irony is used throughout the passage to emphasize Saroyan's struggle to prove his innocence. This is shown in the text where it states, "This was an instantaneous misunderstanding, and I knew I was being taken for a thief, which was both embarrassing and annoying." "I had nothing to say because I had the pears." Irony is used to show how Saroyan's attempt to use the pears as an excuse only gets him into more trouble. His outcome is not what he intended. Another instance of irony that ~~prove~~ explains the central idea states, "I hear you have been stealing pears. Where are they? ... It was a pity I could not tell them I hadn't stolen the pears because I had created them, but I knew how to say only that which others expected me to say." This also uses irony to show Saroyan's inability to justify himself, as he ate the evidence that he was going to use to prove his innocence. It is ironic how Saroyan eats the fruits that show ~~what~~ what he was doing, which caused him to be late.

## **Anchor Level 4–B**

### **CONTENT AND ANALYSIS:**

- The response introduces a clear central idea (*The central idea of this passage is that Saroyan is misunderstood to be a thief*) and a writing strategy that establishes the criteria for analysis (*Irony is used to develop this central idea to show how no one understands him*).
- The response demonstrates an appropriate analysis of the author’s use of irony to develop the central idea (*Irony is used to show how Saroyan’s attempt to use the pears as an excuse only gets him into more trouble* and *This also uses irony to show Saroyan’s inability to justify himself, as he ate the evidence that he was going to use to prove his innocence*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (“*This was an instantaneous misunderstanding, and I knew I was being taken for a thief, which was both embarrassing and annoying*” and “*I hear you have been stealing pears. Where are they? ... It was a pity I could not tell them I hadn’t stolen the pears because I had created them, but I knew how to say only that which others expected me to say*”).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an introduction that presents the central idea and writing strategy of irony, followed by a supporting paragraph that discusses and exemplifies how *Irony is used throughout the passage to emphasize Saroyan’s struggle to prove his innocence*.
- The response establishes and maintains a formal style, using precise language and sound structure (*His outcome is not what he intended* and *It is ironic how Saroyan eats the fruits that show what he was doing, which caused him to be late*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates control of the conventions with infrequent errors (*emphasize, embarrassing*).

In the story "Five Ripe Pears" by William Saroyan, a young boy is viewed as a thief, when his thoughts prove his actions were of no such. The central idea of this story is that outsider's opinions on someone's character can be incorrect without knowing that person's thoughts.

The author uses characterization in this story to portray how the young boy was not a thief, while others believed he was. The first example of this is when the boy explains how the fence was not enclosing the entire tree, and he truly believed that "the pears growing on the branches beyond the fence are mine. If I can reach them" (lines 12-13). However, those who did not know this assumed he knew he was not supposed to take them, leading them to think he is a thief. This characterization of the boy as a young and ~~unaware~~ unaware, proves his innocence. The second example of this is when he is attempting to get the pears. He explains "after I had leaped two or three times I began to leap because it was splendid to leap" (lines 34-35). This quote shows how his playfulness and joy make him not a thief, but a kid who doesn't know any better. The final example of this is when he says "It was not pleasant, either, to hear him say that I had stolen, because I hadn't."

(line 68). This example conveys how the boy ~~had~~ had no intentions of being a thief and did not believe he was. This characterization of ignorance proves that those who viewed him as a thief were incorrect because they did not understand that he thought he was allowed to take them.

**Anchor Level 3–A**

**CONTENT AND ANALYSIS:**

- The response introduces a clear central idea (*The central idea of this story is that outsider's opinions on someone's character can be incorrect without knowing that person's thoughts*) and a writing strategy (*The author uses characterization in this story to portray how the young boy was not a thief, while others believed he was*) 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 characterization of the boy as young and unaware, proves his innocence and his playfulness and joy make him not a thief, but a kid who doesn't know any better*).

**COMMAND OF EVIDENCE:**

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*he truly believed that "the pears growing on the branches beyond the fence are mine – if I can reach them" and The final example of this is when he says "It was not pleasant, either, to hear him say that I had stolen, because I hadn't"*).

**COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits acceptable organization of ideas and information to create a coherent response with an opening paragraph that introduces the central idea, followed by a paragraph that introduces characterization and provides examples of how *This characterization of ignorance proves that those who viewed him as a thief were incorrect because they did not understand that he thought he was allowed to take them*.
- The response establishes and maintains a formal style, using appropriate language and structure (*However, those who did not know this assumed he knew he was not supposed to take them, leading them to think he is a thief and This example conveys*).

**CONTROL OF CONVENTIONS:**

- The response demonstrates partial control of conventions with occasional errors (*theif; of no such; outsider's opinions; unaware, proves; says "It; intensions*) that do not hinder comprehension.

In "Five Ripe Pears" the excerpt from "Five Ripe Pears" by William Saroyan, the central idea is that temptation turns us ~~to~~ to commit bad decisions. Saroyan develops the central idea by using Imagery.

For example, Saroyan says "the pears growing on the branches beyond the fence are mine - if I can reach them" (line 1a). He gives us a visual of the pear tree and a branch hanging in his side of the fence. He's so tempted in taking the ripe pears and tries to justify it by saying that since it's on his side it automatically means it's his. Another example of ~~to~~ imagery is "I was thirsty for the sweet fluids of growing fruit; and for things less tangible" (line 19). You can picture how badly he wants to eat the pear even though it's not his. He ends up ~~to~~ picking 5 ripe pears which makes him a thief. This big temptation to eat and have the ripe pears made him steal them which led to Mr. Pollard punish him. Saroyan's use of Imagery established the central idea that bad decisions are made due to falling in temptation.

## **Anchor Level 3–B**

### **CONTENT AND ANALYSIS:**

- The response introduces a clear central idea (*In the excerpt from “Five Ripe Pears” by william Saroyan, the central idea is that temptation turns us to commit bad decisions*) and a writing strategy (*Saroyan develops the central idea by using Imagery*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*He gives us a visual of the pear tree ... He’s so tempted in taking the ripe pears and tries to justify it and You can picture how badly he wants to eat the pear ... This big temptation ... made him steal them*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas inadequately in an attempt to support analysis (*For example, saroyan says “the pears growing on the branches beyond the fence are mine – if I can reach them” and Another example of imagery is “I was thirsty for the sweet fluids of growing fruit, and for things less tangible*”).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- 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 and a second paragraph that discusses how the writing strategy of imagery supports the central idea (*Saroyan’s use of imagery established to central idea that bad decisions are made due to falling in temptation*).
- The response lacks a formal style, using language that is basic and imprecise (*turns us to commit, in for “on”, tempted in taking, 5, falling in temptation*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates partial control of conventions with occasional errors (*william; using Imagery; side it; pears ... its; tangible; theif; punish him*) that do not hinder comprehension.

The central idea of this text is that the author feels pity for being called a thief.

The author's writing strategy in the passage is literary element. This develops the central idea because he uses settings in the passage.

According to Saroyan "The details are blurred, but I remember sitting in the school office, feeling somewhat of a thief, waiting for Mr. Pollard, our Principal." This evidence reveal that the author was in school feeling hungry. When he spotted a pear tree, he took 5 pears, and arrived 10 mins late to class. When he showed his teacher the pears, the teacher and the school thought he was a thief, and decided to punish him.

my ideas into this statement is that the author felt like he isn't a thief but his action took control of him, and started to feel

Pity about what he did. I think the author chose the setting to be a school because, he wants the readers to know the consequences of your actions and make us feel we didn't do nothing wrong, and that moment can take control of your emotions.

## **Anchor Level 2–A**

### **CONTENT AND ANALYSIS:**

- The response introduces a central idea (*The central Idea of this text is that the author feels pity for being called a thief*). Although the response initially begins with an ambiguous statement on writing strategy (*The author's writing strategy in the passage is literary element*), it goes on to introduce a suitable writing strategy (*This develops the central idea because, he uses settings in the passage*).
- The response demonstrates a superficial analysis of the author's use of setting (*This evidence reveal that the author was in school feeling hungry*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas inadequately and inaccurately, citing only one indirect reference (“*The details are blurred, but I Remember sitting in the School office, feeling somewhat of a thief, waiting for Mr. Pollard, our Principal*” and *in school feeling hungry, when he Spotted a Pear tree*) in an attempt to support analysis.

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces a central idea followed by a second paragraph that introduces setting as the writing strategy and provides two examples of school as the setting (*late to class and the school thought he was a thief*). While the concluding paragraph reiterates the central idea (*his action took control of him, and started to feel Pity*), an inconsistency occurs as the focus shifts from narrator to reader and the author's use of setting, from showing his feelings of *pity* to choosing *the Setting to be a school because, he wants the readers to know the consequences of your actions, and make us feel we didn't do nothing wrong*).
- The response lacks a formal style (*5 pears and 10 mins*), using language that is basic and imprecise (*The author's writing strategy in the passage is literary element; My ideas into this statement; his action took control of him, and started to feel Pity*). The response also imprecisely uses the word *pity* to describe the author's feelings.

### **CONTROL OF CONVENTIONS:**

- The response demonstrates partial control of conventions with occasional errors (*evidence reveal; hungry; Showed ... decide to; because, he wants; we didn't do nothing*) that do not hinder comprehension.

Every wanted something and feel like you couldn't get it because Society wouldn't let you. In ~~this~~ this story call "Five Ripe Pears". The kid in the story had been looking at a pear for sometime and he wanted one. This was an example of ~~charactre~~ symbolism in life. The kid was an every day worker the pear was hope and dream and the Fance ~~is~~ is Society.

At the begining he kept trying to get the pear and kept failing and failing and onces he got it he brap abat pears he came back and after that gotten in trouble for steeling the pear. & this symbolis that he was try hard to get his dreams and onces he have got his dream it has been crash because he gotten to cocky about it.

In the story there was the fance around the trees and he say an easy way to get one and onces he got it he gotten in ~~the~~ trouble for steeling.

## **Anchor Level 2–B**

### **CONTENT AND ANALYSIS:**

- The response introduces a central idea (*Every wanted something and feel like you couldn't get it because society wouldn't let you*) and a writing strategy (*This was an example of symbolism in life*).
- The response demonstrates a superficial analysis of the author's use of symbolism to develop the central idea (*The kid was an every day worker the pear was hope and dream and the Fance is society and This symbolis that he was try hard to get his dreams*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas inadequately (*he keep trying to get the pear and kept failing and failing and after that gotten in trouble for steeling the pear*) and inaccurately (*onces he got it he brag abat pears and he gotten to cocky about it*) in an attempt to support analysis.

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits inconsistent organization of ideas and information, failing to create coherence, with an opening paragraph that implies a central idea that society may interfere with one's dreams and explains how symbolism is used in the story, followed by a body paragraph that attempts to support the dream aspect of the central idea, although the *everyday worker* and *society* are not further addressed (*onces he have got his dream it has been crash*). The concluding paragraph is a summary of the events with no reference to the central idea or writing strategy (*onces he got it he gotten in troble for steeling*).
- The response lacks a formal style, using the second person pronoun in the first paragraph (*society wouldn't let you*) and using *kid* for "boy" (*The kid in the story*) and language that is basic (*In the story there was the fance aroud the trees*) and imprecise (*Every for "ever", steeling for "stealing", onces he have got, to for "too"*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates a lack of control of conventions with frequent errors (*story call, the pear was hope and dream and, Fance, beigning, onces, he brag abat, pears he came, symbolis, was try hard, it has been crash, becauses, he gotten, aroud, he say, troble*) that make comprehension difficult.

No matter what your dream is, no matter how hard it is to reach that goal, never give up. If you are passionate about something, succeed to reach your dream. Having a dream gives you a reason to enjoy life. A dream gives you a purpose to try hard to achieve this dream. Without a dream life is boring, working one day after another dull and disinterested. You go through the motions of looking like you are happy but you are missing the passion of looking forward to achieving your dream.

If your dream is going to college then getting the job you have always wanted or having a happy family with children or being a writer or scientist or helping other people who are homeless and hungry. A dream will help you when school or training gets hard and you are tired of studying. But, just remember do not get in trouble at school or take something that is not yours!

## **Anchor Level 1–A**

### **CONTENT AND ANALYSIS:**

- The response introduces a confused and generalized central idea about reaching one's goal (*If you are passionate about something, succeed to reach your dream*).
- The response demonstrates no analysis of the author's use of a writing strategy as no writing strategy is introduced.

### **COMMAND OF EVIDENCE:**

- The response presents no direct evidence from the text, including only an indirect reference to getting *in trouble at school* and *take something that is not yours*.

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits acceptable organization of ideas and information to create a coherent response. The response consists of two paragraphs, the first addressing an off-task central idea (*No matter what your dream is, no matter how hard it is to reach that goal, never give up*), and a second paragraph that discusses the importance of following a dream, concluding with a sentence that vaguely relates to the text.
- The response establishes and maintains a formal style, using appropriate language and structure (*You go through the motions of looking like you are happy but you are missing the passion of looking forward to achieving your dream* and *A dream will help you when school or training gets hard and you are tired of studying*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates partial control of conventions with occasional errors (*life A; achieve; dream, Without; another dull; allways; your tired*) that do not hinder comprehension.
- Although the response exhibits both Level 1 and Level 3 criteria, it is a personal response, making little reference to the task or text and can be scored no higher than a 1.

In the Short Story "Five Ripe Pears" They Show diffrent type of Diffrent figurative speech like Similie

**Anchor Level 1-B**

**CONTENT AND ANALYSIS:**

- The response introduces an incomplete writing strategy (*In the Short Story "Five Ripe Pears" They Show diffrent type of Diffrent figurative speech like Similie*).
- The response demonstrates no analysis of the author's use of the writing strategy to develop a central idea as no central idea is introduced.

**COMMAND OF EVIDENCE:**

- The response presents no evidence from the text.

**COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits little organization of ideas and information, consisting of only one sentence.
- The response is minimal, making assessment unreliable.

**CONTROL OF CONVENTIONS:**

- The response is minimal, making assessment of conventions unreliable.

The author used literary element to show how the girl felt bad for steal the apple. The girl stolen the pears from the trees. Also the girl was late to her class because of it. The girl felt bad for what she done so she ate the evidence. The girl felt cent she seen the pears before they were pears. She could eat them, she got trouble by teacher.

The girl love pears and that why she pick them off the tree. She took 5 of them and at all the evidence of the 5 pears. The teacher aske for them. She felt embarrassing and annoying about the whole problem. The teacher was angry and she said her sir to make him less angry. She wants a pears tree in her back yard, she know she got in trouble.

If old man Pollard is still alive I hope he reads this because I want him to know I am not a thief and never have been. Instead of making up a lie, which I could have done, I told the truth and got a licking. I don't care about the licking cause I got a lot of them in grammar school. It was part of my education. Some of them I deserved and some I didn't. The licking Mr. Pollard gave me I didn't deserve, and I hope he reads this because I am going to tell him why. I couldn't tell him that day because I didn't know how to explain what I knew. I am glad I haven't forgotten, though, because it is pretty important.

It was about spring pears. The trees grew in a yard protected by a spike fence, but some of the branches grew beyond the fence. I was six, but a logician. A fence, I reasoned, can protect only that which it encloses. Therefore, I said the pears growing on the branches beyond the fence are mine if I can reach them. And I couldn't. Lots of pears, though, encouraged effort. I could see the pears, and I knew I wanted them. I did not want them only for eating, which would have been barbaric. I wanted them mostly for wanting them. I wanted pears.

It is easy to become consumed by the evidence of a scenario, not taking into account the intent of a scenario. In the short story, "Five Ripe ~~Pears~~ Pears", the narrator has found himself in this type of predicament, not being able to explain his intent. ~~predicament~~ Through diction, William Saroyan develops his central idea that sometimes people are not what they seem.

At the age of six, the narrator found himself drawn to a pear tree. Even though he wanted to take the pears, he did not perceive this taking as a form of theft. He saw it as an "adventure", "art", "religion", and an "exploration" ~~adventure~~ (lines 21-22). These words convey the conquest and the admiration of the idea of obtaining the pears and it is clear that the narrator did not see this act as stealing. However, when he came back to class, "the pears to Miss Larkin were ~~adventure~~ only the evidence" to prove that he had "stolen" the pears (line 48).

Additionally, when he goes into the principal's office, Mr. Pollard immediately perceived him as a thief, even though the narrator had justification that he just couldn't quite explain. He expresses how he "made them"; and how he "had treated them" (lines 70-73),

but he could not say it out loud. Even though he ~~made~~ didn't really grow the tree, the words "made" and "created" demonstrate how he genuinely believes he nurtured the trees. After all, he is a six year old boy. This shows that the adults in the story should have gotten the whole story before scolding a six year old boy about something that he believes does not make him a thief.



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**Part 3 – Practice Paper – D**

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In the passage "Five Ripe Pears"  
the author uses symbolism to develop  
the central idea.

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### Part 3 – Practice Paper – E

To justify ones wrong doing is a way to escape the difficulties being faced by that person. The central idea of William Saroyan ~~except~~ excerpt, Five Pipe Pears is how people attempt to justify their actions in this case their wrong doings. The writer best uses this in forms of metaphors to further elaborate on the central idea on how people ~~justify~~ make an attempt to justify the actions they take.

This can be seen through the writers use of metaphors. The ~~theft~~ ~~robber~~ narrator makes an attempt to justify his crimes by calling it an art and a philosophy. This can be seen when the narrator says "A thief can be both an artist and a philosopher and probably should be both. I do not know whether I invented the philosophy to justify theft or whether I denied the existence of theft in order to invent the philosophy." This ties back to the central idea on how people justify their actions to make themselves look good or not as bad as they seem to be. You are able to see this when the narrator explains how he invented this philosophy to avoid thinking of it as theft or just complete ignoring the idea of theft as a whole.

The author best explains the central idea by the continuous use of metaphors. By calling it an art and a philosophy, it ties back to the idea of how ~~people~~ people make attempts to justify their actions in order to feel better about themselves.

**Practice Paper A – Score Level 2**

Holistically, this is a Level 2 response. It introduces a central idea of *how the girl felt bad* while it states the author *used Literary element* to support the central idea. This is not followed through with, or clarified by, any appropriate analysis. The response presents ideas inconsistently and inaccurately, exhibiting inconsistent organization and failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise that contains some convention errors that hinder comprehension.

**Practice Paper B – Score Level 0**

Holistically, this is a Level 0 response. The response is totally copied from the text with no original writing.

**Practice Paper C – Score Level 4**

Holistically, this is a Level 4 response. It demonstrates a thoughtful use of diction to develop the established central idea, which is sufficiently supported with relevant evidence. The response is logically and coherently organized, maintaining a formal style and exhibiting precise language and sound structure with infrequent errors.

**Practice Paper D – Score Level 1**

Holistically, this is a Level 1 response. The response introduces a writing strategy in a one-sentence response that does not include a central idea. The response presents no analysis and no evidence. The response is minimal, making assessment of coherence, organization, style and conventions unreliable.

**Practice Paper E – Score Level 3**

Holistically, this is a Level 3 response. It introduces a clear central idea and a writing strategy and demonstrates an appropriate analysis of metaphor. It presents sufficient evidence and exhibits acceptable organization of ideas and information while maintaining a formal style. The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

**Map to the Learning Standards**  
**Regents Examination in English Language Arts**  
**June 2023**

<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	RL.5 (11-12)
5	MC	1	1	L.5 (11-12)
6	MC	1	1	RL.4 (11-12)
7	MC	1	1	RL.3 (11-12)
8	MC	1	1	RL.6 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	RL. 5(11-12)
12	MC	1	1	L.5 (11-12)
13	MC	1	1	RL.4 (11-12)
14	MC	1	1	L.5 (11-12)
15	MC	1	1	RI.3 (11-12)
16	MC	1	1	L.4 (11-12)
17	MC	1	1	RI.2 (11-12)
18	MC	1	1	RI.5 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.5 (11-12)
21	MC	1	1	RI.3 (11-12)
22	MC	1	1	RI.3 (11-12)
23	MC	1	1	RI.4 (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	RL.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 June 2023 Regents Examination in English Language Arts will be posted on the Department's web site at <https://www.nysesd.gov/state-assessment/high-school-regents-examinations/> 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 <https://www.nysesd.gov/state-assessment/teacher-feedback-state-assessments>.
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.