



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: 4	Responses at this Level: 3	Responses at this Level: 2	Responses at this Level: 1
Content and Analysis: 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
Command of Evidence: 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
Coherence, Organization, and Style: 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	-lack a formal style, using language that is basic, inappropriate, or imprecise -are minimal, making assessment unreliable	-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
Control of Conventions: 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.

This excerpt focuses on the mental battle fought by Admiral Richard Byrd during his time alone in the Arctic, ~~surviving~~ surviving with the meager provisions he was supplied with. The central idea around which this passage revolves ~~is~~ ^{is} the battle to overcome his despair and keep his sanity. It was a battle to find the will to keep struggling and to recover hope ~~and~~ which he was losing.

Because this was written from the point of view of Byrd, the reader ~~was~~ ^{is} able to delve into his mind and witness the thoughts and emotions felt by Byrd. It allowed the reader to understand how Byrd was able to overcome this moral conflict and banish the thoughts which weakened his psyche. In the beginning we see Byrd's determination to keep fighting; he analyzes his situation and lays out plans to deal with his problems. An example of this is the carbon monoxide problem. Although temperatures were well below freezing, Byrd realized the danger of keeping a constant fire. To deal with this he changed his routine to accommodate the few hours he stopped burning the fire.

As the narrative progressed, however, we see his mental state begin to break

down in the face of overwhelming adversity. Loneliness, lack of appetite, frostbite, and lack of energy all compounded his despair. ~~and~~ Thus began his struggle to overcome this. He began to think all his struggles were futile, that there was no point to life. He refused to look at himself, and felt as if "all the world's vindictiveness were concentrated upon me as upon a personal enemy." ~~(43)~~ He began to lose himself.

At the depths of his despair, he was finally able to find the faith he needed to keep on living. Through his point of view, the reader sees how he dug himself out of his despair and fought ^{back by} ~~through~~ thinking positive thoughts. The reader ~~feels~~ ^{can see} understands his thought process and feels his emotions. The reader is able to ~~see~~ what is truly important to Byrd as Byrd surrounds himself with memories of his "family" and "friends" ~~(44)~~. Without his point of view, the ~~British~~ reader would have seen nothing but a man sitting and staring into space. Because we are in Byrd's mind, we travel with him on his journey to overcome his situation and find a way to persevere and succeed in accomplishing his goal.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establishes the criteria for analysis (*The central idea around which this passage revolves is Byrd’s battle to overcome his despair and keep his sanity*). The response demonstrates a thoughtful analysis of the author’s use of point of view to develop the central idea (*Because this was written from the point of view of Byrd, the reader is able to delve into his mind and witness the thoughts and emotions felt by Byrd and It allowed the reader to understand how Byrd was able to overcome this moral conflict and banish the thoughts which weakened his psyche*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*An example of ... his determination ... is the carbon monoxide problem; Loneliness, lack of appetite, frostbite, and lack of energy all compounded his despair; he dug himself out of his despair with memories of his “family” and “friends”*). 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 discussing the challenges Byrd faced, followed by his descent into despair, and concluding with how Byrd was able to *overcome his situation, thereby accomplishing his goal*. The response establishes and maintains a formal style, using precise language and sound structure (*As the narrative progressed, however, we see his mental state begin to break down in the face of overwhelming adversity*). The response demonstrates control of the conventions with infrequent errors (*hope which, accomodate, appetite*).

The central idea in this excerpt from Admiral Richard Byrd's diary is about survival when he was left alone at Advance Weather Base in Antarctica. Imagery is used throughout the story as Byrd describes his experience. When describing the choices and sacrifices that he had to make for his own survival, Byrd says that "to avoid further poisoning from the fumes, I must use the stove sparingly and the gasoline pressure lantern not at all" (3-4). This quote shows Byrd's desperate situation. This is because the reader realizes even though Byrd is freezing, he will sacrifice his heat in order to not get poisoned, mentioning that "cold I could feel, but carbon monoxide was invisible and tasteless" (7-8). So, he says, "I chose the cold, knowing that the sleeping bag was a retreat" (8). From this quote, the reader can visualize Byrd, cold and alone in his sleeping bag, fighting the odds to survive.

A second use of imagery is when Byrd illustrates how he "tried to read Ben Ames Williams' All the Brothers Were Valiant; but, after a page or two, the letters became indistinct; and my eyes ached—in fact they had never stopped aching (22-24). The image that these lines create is an image of sadness because, although he wants to try, Byrd can't enjoy leisurely activities in his situation of survival. The reason for this is that the dim light from the lantern was beginning to get on Byrd's "nerves" (25-26) because of his earlier decision not to use his lantern. So the painting in the mind of the reader is dark because of how Byrd has no light.

A final use of imagery is when Byrd is describing himself in the shaving mirror. Byrd is debating with himself whether or not he should

Anchor Paper – Part 3 – Level 4 – B

Take down the shaving mirror because "the face that looked back" at him was that of an old and feeble man. The cheeks were sunken and scabrous from frost-bite, and the bloodshot eyes were those of a man who has been on a prolonged debauch⁽³¹⁻³³⁾. The thought that comes to the reader's mind is a vision of a beaten-down, starved, and sad man. The act of survival has taken its toll on Byrd, reducing him to a lugubrious, despond person.

Anchor Level 4-B

The response introduces a clear central idea (*The central idea in this excerpt from Admiral Richard Byrd's diary is about survival when he was left alone ... in Antarctica*) and a writing strategy (*Imagery is used throughout the story as Byrd describes his experience*) that establish the criteria for analysis. The response demonstrates thoughtful analysis of the author's use of imagery to develop the central idea (*From this quote, the reader can visualize Byrd, cold and alone in his sleeping bag, fighting the odds to survive and So the painting in the mind of the reader is dark because of how Byrd has no light*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Byrd illustrates how he "tried to read Ben Ames Williams' All the Brothers Were Valiant ... The image that these lines create is ... sadness and Byrd is debating ... whether ... he should take down the shaving mirror because "the face that looked back" ... was that of an old and feeble man*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first presenting the central idea and the writing strategy, then discussing in each body paragraph *the choices and sacrifices Byrd had to make for his own survival*, ending with a statement that refocuses on *survival and its toll on Byrd*. The response establishes and maintains a formal style, using precise language and sound structure (*This is because the reader realizes even though Byrd is freezing, he will sacrifice his heat in order to not get poisoned, mentioning that "Cold I could feel, but carbon monoxide was invisible and tasteless"*). The response demonstrates control of the conventions with infrequent errors (*experience and in fact they*).

In life, people need to sacrifice things in the present for a better future. People often times become conflicted when needing to decide whether something is a necessity or a want. Some one can be in a life or death situation and this occurs. This whole idea is present in an excerpt from a diary kept by Admiral Richard Byrd. Admiral Byrd experiences conflict in which he needs to make decisions to hopefully live on and make it successfully out of this bad weather he is stuck in. He sacrificed in the present to one day make it out alike in the future.

Admiral Byrd experiences conflict where he must make decisions to best ~~set~~ himself up for success. Firstly, he states "giving up the lantern meant surrendering its bright light" (Byrd 4-5). This conflict turns Byrd on whether he should use the light of the lantern or burn it and waste the gas and possibly die from the fumes. He sacrifices his light to save the gas in hopes to use it in a more productive way later on his journey. Additionally, he states "From now on, I decided, I would make a strict rule of doing without a fire for two or three hours every afternoon" (Byrd 8-10). This conflict also turns Byrd. He determines that a fire is not a necessity. He suffers in the present without heat but ultimately he better prepares himself for a later date where he can use his supplies more effectively. Finally he states "The aches and pains had not subsided and, I took me several hours to fall asleep."

Anchor Paper – Part 3 – Level 3 – A

but that night I slept better than on any other night since 31 May [several days earlier], and in the morning was better in both mind and body both" (Byrd 53-55). This shows how all the sacrifice that Byrd had done prior was finally paying off. He was sleeping better and feeling better as he battled the extreme weather conditions. Sacrifice in the present will pay off down the road, as proven by Admiral Byrd through conflict.

Sacrifices in the present will pay off down the road. Admiral Byrd was in extreme weather where he was fighting for survival. He had to sacrifice his lanterns in the present, giving up his light and heat to save his supplies. Many days later he was able to survive due to his sacrifice. Admiral Byrd experienced conflict by sacrificing his present well being for his life down some ways.

Anchor Level 3-A

The response introduces a clear central idea (*In life, people need to sacrifice things in the present for a better future*) and a writing strategy (*Admiral Byrd experiences conflict in which he needs to make decisions*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of conflict to develop the central idea (*Admiral Byrd experiences conflict where he must make decisions to best set himself up for success*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He sacrifices his light to save the gas in hopes to use it in a more productive way later on his journey and He suffers in the present without heat but ultimately he better prepares himself for a later date where he can use his supplies more effectively*). The response exhibits acceptable organization of ideas and information to create a coherent response by first presenting the central idea and then discussing how conflict supports this idea (*He had to sacrifice his lanterns in the present, giving up his light and heat to save his supplies. Many days later he was able to survive due to his sacrifice*). The response establishes and maintains a formal style, using appropriate language and structure (*He sacrificed in the present to one day make it out alive in the future*). The response demonstrates partial control of conventions with occasional errors (*sacrifice, except, necessity, heat but ultimately he, states "The"*) that do not hinder comprehension.

The most powerful thing any person possesses is their mind. The mind is a powerful tool that can work against the body, however, if one's will is strong enough they are able to control their mind and in turn control their body. If you use your mind to overcome a conflict, or struggle between opposing forces, one can overcome anything. Through the use of conflict, Richard Byrd was able to convey this idea in his journal.

Byrd was alone struggling against freezing temperatures when he realized in order to survive he must overcome negative thoughts. When confronting a conflict, "the dark side of a man's mind seems to be a sort of antenna turned to catch gloomy thoughts from all directions." (Byrd 37-38). When struggling to overcome a conflict ones mind can make things appear much worse than they are and set you back from a goal. Once you let the dark side of your mind run, there is no stopping it from debasing your hope and ~~exposing more~~ ~~disrespect~~ forcing you into ~~the~~ despond. Dark thoughts are very powerful and, "A discordant mind... would finish me off as thoroughly as the cold." (Byrd 15-16). A discordant mind creates ~~just as strong~~ internal conflict that is just as severe as any external conflict. Physical barriers might enclose

Anchor Paper – Part 3 – Level 3 – B

a struggle however barriers of the mind are just as powerful. When confronting a conflict one must be sound of mind to succeed.

Upon this realization Byrd was able to control his dark thought and his results were beneficial. The mind's health is directly linked to the body's health and so after destroying his dark thoughts Byrd recognized he, "was better in mind and body both" (Byrd 55).

The mind has a direct relationship to the body. When the mind is healthy, so is the body.

When confronting a conflict you must be capable in both mind and body.

In order to survive, Byrd had to overcome his dark thoughts that were holding him back. When confronting a conflict, dark thoughts are very powerful and can hold you back. When striving towards the solution to a conflict you must put mind over matter to reach success.

Anchor Level 3-B

The response introduces a clear central idea (*If you use your mind to overcome a conflict, or struggle between opposing forces, one can overcome anything*) and a writing strategy (*Through the use of conflict, Richard Byrd was able to convey this idea in his journal*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of conflict to develop the central idea (*When confronting a conflict, one must be sound of mind to succeed. Upon this realization Byrd was able to control his dark thought and his results were beneficial*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Byrd was alone struggling against freezing temperatures when he realized in order to survive he must overcome negative thoughts and The mind's health is directly linked to the body's health and so after destroying his dark thoughts Byrd recognized he, "was better in mind and body both"*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and a writing strategy, followed by a discussion of the conflict and concluding with a paragraph that summarizes how the writing strategy supports the central idea (*When striving towards the solution to a conflict you must put mind over matter to reach success*). The response establishes and maintains a formal style, using appropriate language and structure (*When the mind is healthy, so is the body*). The response demonstrates partial control of conventions with occasional errors (*body, however; one's will ... they; convey; survive he; ones mind; beneficial; conflict you*) that do not hinder comprehension.

A central idea in Admiral Richard Byrd's diary is his coping with isolation, desperation and depression while he was alone at Advance Weather Base in Antarctica. The author's use of point-of-view in the text develops this central idea. The author's description of his actions and explanation of his thoughts and feelings while he was alone at Advance Weather Base in Antarctica reinforce this central idea in the text.

The author describes his removing of the mirror from the wall as he can't stand the way he looks from months of isolation. This develops the central idea of Admiral Richard's coping with isolation. The author also describes his choice of freezing over death from poisoning by the ~~CO₂~~ from the stove. This shows the ^carbon monoxide desperate choices Admiral Byrd had to make and develops the central idea of the text as well.

Anchor Level 3–C

The response introduces a clear central idea (*A central idea in Admiral Richard Byrd's diary is his coping with isolation, desperation and depression while he was alone at Advance Weather Base in Antarctica*) and a writing strategy (*The author's use of point-of-view in the text develops this central idea*) 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 author's description of his actions and explanation of his thoughts and feeling while he was alone at Advance Weather Base in Antarctica reinforce this central idea in the text*). The response presents ideas inadequately in an attempt to support analysis (*The author describes his removing of the mirror from the wall as he can't stand the way he looks and The author also describes his choice of freezing over death from poisoning by the carbon monoxide from the stove*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the central idea and writing strategy in the introductory paragraph, followed by a paragraph that briefly illustrates two examples of point of view and a concluding sentence (*This shows the desperate choices Admiral Byrd had to make and develops the central idea of the text as well*). The response establishes and maintains a formal style, using appropriate language and structure (*This develops the central idea of Admiral Richard's coping with isolation*). The response demonstrates partial control of conventions with occasional errors (*desperation, description, thoughts and feeling*) that do not hinder comprehension.

A man is having to stay outside in freezing temperatures in Antarctica and is questioning many things in life. The cold weather could actually kill him, but he must survive.

One literary element used in this passage is conflict. He has a conflict with the weather and with himself. He must keep his strength to survive and get through the rough times. The only thing keeping him alive was the thought of the sun and going home and all that he could do. He had to use his mind to imagine what ~~would~~ good could come out of this. Things that never really mattered to him now was all he could think about.

Trying to concentrate on good things and going home was hard. In freezing temperatures is ~~the~~ a horrible thing to go through. That made him realize amazing things happen after the bad. Made him appreciate what he actually has back home.

Even though the pain of the freezing cold wouldn't go away, he still had to concentrate on thinking positive so he wouldn't die. This man learned

Anchor Paper – Part 3 – Level 2 – A

that you will appreciate what you have when bad things happen, and you just have to get through it first.

Anchor Level 2–A

The response introduces a central idea (*A man is having to stay outside in freezing temperatures in Antarctica and is questioning many things in life ... but he must survive*) and a writing strategy (*One literary element used in this passage is conflict*). The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*He must keep his strength to survive and get through the rough times*). The response presents ideas inadequately in an attempt to support analysis (*The only thing keeping him alive was the thought of the sun and going home and all that he could do*), making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information, highlighting the central idea of survival in the first paragraph, then shifting focus to an appreciation of *what you have when bad things happen* in the remainder of the essay, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*The only thing, though for “thought”, and all that he can do, good things, In freezing temperatures is a horrible thing*). The response demonstrates partial control of conventions with occasional errors (*strength, Things ... was, appritiate, thinking positive, things ... it*) that do not hinder comprehension.

When you fall into despond, you enter a state of loneliness, and fear, but the only way that can save you from this situation is by allowing yourself to be in a calm, peaceful state of mind. The author shows this by using conflict to connect and develop this central idea.

The author explains this when the character expressed how he looked in the mirror, and how the stress and also the lack of light caused him to say "Something broke inside me then. what was to be gained by struggling?" This quote explains the internal struggle of the decisions he has made. An another example is when the character had to fight the emotions that caused him to slip back into despond. This is shown when the character said "Concentration was difficult, and the only by the utmost persistence could I bring myself out of it." This showed how difficult it was to stay focused.

This details shows, and expresses how one strength can deteriorate and break causing you to be in a state of hopelessness, but there is a way of saving yourself by controlling and believing yourself to help attain the sense of being in a peaceful state of mind.

Anchor Level 2–B

The response introduces a central idea (*When you fall into despond ... the only way that can Save you ... is by allowing yourself to be in a Calm, Peaceful State of mind*) and a writing strategy (*The author Shows this by using Conflict*). The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea (*This quote explains the internal struggle of the decisions he has made*). The response presents ideas inaccurately in an attempt to support analysis (*the Stress and also the lack of light Caused him to say “Something broke inside me then”*) and inadequately (*This details shows ... the Sense of being in a peaceful State of mind*), making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information by establishing a focus on overcoming *loneliness, and fear ... by allowing yourself to be in a Calm, Peaceful State of mind*, but fails to address the *way of Saving yourself by Controlling and believing yourself* as reiterated in the concluding sentence, failing to make a coherent response. The response lacks a formal style, using language that is basic and imprecise (*An another example, and the only by, brake for “break”, believing yourself to help allow*). The response demonstrates emerging control of conventions with some errors (*loneliness; This is showed; This details shows, and expressed how one Strength Can deterilate*) that hinder comprehension.

In this excerpt the man writing in his diary (Admiral Richard Byrd) is using a lot of symbolism. During this excerpt he states that he wanted to "take down the shaving mirror from its nail". This symbolises that he wanted to rip the mirror down from the wall because of this disillusion that keeps coming back. He also says that his "cheeks were sunken & scarious from frost-bite, & the bloodshot eyes those of a man who has been prolonged debauch". Admiral Richard Byrd symbolises that he was very cold & he lacked sleep, also he was hungry & haven't ate in days. Referring back to when he said he wanted to take the mirror down he states that "the face that looked back at me was that of an old and feedable man" which symbolises that he was aging & began showing beginning to lose his look of youngness. Symbolism is used when he talks about how the man mind is used. "The dark side of a man's mind seem to be a sort of antenna turned to catch gloomy thoughts from all directions" ~~because~~ this symbolises how dark and unfriendly his thoughts were.

Anchor Level 2-C

The response introduces a confused writing strategy (*this symbolises that he wanted to rip the mirror down from the wall because of this disillusion that keeps coming back*). The response does not introduce a central idea. The response presents ideas inadequately in an attempt to support analysis (*Admiral Richard Byrd symbolises that he was very cold & he lacked sleep, also he was hungry & haven't ate in days*), making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information, first presenting information about the symbolism of the mirror, moving to the symbolism of Byrd's physical problems (*he was very cold ... haven't ate in days*) and then shifting focus back to the symbolism of mirror (*Referring back to when he said he wanted to take the mirror down*), failing to create a coherent response. The response lacks a formal style, using language that is imprecise (*using a lot of symbolism, feedable man, man mind* and the use of the ampersand). The response demonstrates emerging control of conventions with some errors (*nail" ... this symbolises; cheecks; scarbrous; sleep, also he; was hungry & haven't ate; directions" this*) that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – A

The central idea is will power. The author expresses this central idea by using word choice. On line 18 the author uses the word despite to express how in need she is of a break through, but she keeps trying.

Anchor Level 1-A

The response introduces a central idea (*The central idea is will power*) and writing strategy (*The author expresses This central idea by usig werd chece*). The response demonstrates a minimal analysis of the author's use of the writing strategy to develop the central idea (*On line 18 the author uses the wad despte to express how in need she is of a break through, but she keeps trying*). The response presents little or no evidence from the text. The response is minimal, making assessment of coherence, organization, and style unreliable. The response is minimal, making assessment of conventions unreliable.

Anchor Paper – Part 3 – Level 1 – B

Some man was alone and cold. The author used the point of view of Admiral Richard Byrd.

When he was alone at Advance Weather Base in Antarctica for 5 months in 1934.

Richard told it from his point of view. He stated how he was cold. He said how he disliked the light.

Anchor Level 1-B

The response introduces an incomplete central idea (*Some man was alone and cold*) and a writing strategy (*point of view*). The response demonstrates a minimal analysis of the author's use of the writing strategy to develop the central idea (*Richard told it from his point of view*). The response presents little or no evidence from the text (*When he was alone at Advance Weather Base in Antarctica for 5 months in 1934*). The response is minimal, making assessment of coherence, organization, and style unreliable. The response is minimal, making assessment of conventions unreliable.

Part 3 – Practice Paper – A

Admiral Richard Byrd beautifully develops a central idea in his diary entry. He weaves together a story of misery, desperation, and endurance. He is all alone, stuck at a dreary weather base, but thinks of his family and friends to get him through the night.

One literary technique that Byrd makes good use of is repetition. Before he begins to elaborate on his adversity, he must set the scene. He uses repetition to allow the reader to visualize the army facility. First, he outlines his necessities. He "must" husband his strength. He "must" sleep and eat. He "must" use the stove sparingly.

Furthermore, the main obstacle the author faces is the cold, so he (smartly) repeats the word "cold" to exaggerate his point. In lines 7-8, Byrd writes; "cold I could feel... so I chose the cold." Thus, to familiarize the reader with the scene, Byrd repeats his plights and problems to exaggerate them. The reader then begins the body of the paper acutely aware of the challenges Byrd

Part 3 – Practice Paper – A

is facing, forcing us to pay
closer attention to his
words.

Part 3 – Practice Paper – B

In the short story/diary written by Admiral Richard Byrd the main focus or idea of ~~the~~ his diary was that he needed to survive long winter nights

When a person is met with obstacles and challenging moments in life, he or she will look for a means to overcome them under any circumstance. In the short ~~the~~ excerpt from Admiral Richard Byrd's diary, he explains the struggle he faced in the intense cold. He proves that through one's persistence & devotion to oneself, anyone may overcome the steepest of challenges. Through the use of the conflict between Admiral Byrd and his inner self, readers learn the key to achieving success and control over one's fears.

Admiral Byrd does not only sacrifice comfort and frivolous luxuries in order to survive, but he also battles his own mind. "Giving up the lantern meant ~~its~~ was surrendering ^{its} bright light, which was one of my few luxuries; but I could do without luxuries for a while," (4-6) said Byrd. He gives up petty amenities in order to secure his own safety and survival. He does not use his gas stove despite the overwhelming cold, so that he does not receive carbon monoxide poisoning.

Byrd also ~~sacrifices~~ devotes himself wholeheartedly to overcoming his inner

demons, not just his physical and tangible obstacles. He must rid his mind of negative thoughts, although he thinks hell "always be a physical wreck, a burden upon [his] family," (34-35). Instead of these evil thoughts, Byrd focuses on his faith and "by concentrating on it... [he] was able to again fill [his] mind with fine and comforting things of the world..." (42-44). By keeping his faith and reason in mind, Byrd was able to not only get a good night's sleep but also survive on to fulfill his plans for the hope-filled future.

Part 3 – Practice Paper – D

The central idea of the text is how we forget about the little things that make life enjoyable and easy. The author uses point of view to put the reader into perspective when reading the text.

~~when the author talks about~~

In lines 5-6 "But I could do without luxury for a while" He reminds us that heat, running water and electric light are not things to be taken lightly. When you don't have them you appreciate them a lot. In line 30 the man says he took down the mirror and does not know why, but the reason is he can't stand to look at him self. The man is alone. The point of view when reading this helps to understand what he's going through and how little things mean a lot.

The text is a very deep and thoughtful story to ^{warn} people what they have is nice and complaining about what you don't have is wrong.

I will be writing a short essay about the story one a Girl name, elizabeth not wanting to follow the role's of her lady ship and a short story about job finding how hard it is to get a job. The conflict between elizabeth and charlotte was there was no letter she asked for, not only she did not have the letter. The young lady did not want to get married they as in family friend's etc wanted her to get married b/c this guy they kept in forcing the law when she did not want to Person. ~~as~~ AS I saw the situation, the necessities were these to survive I must continue to husband my strength, doing whatever had to be done in the simplest manner possible and without strain. I must sleep and eat he said build up strength, to avoid further poisonings from the fumes I must use the stove, the choice there betw between freezing and ine vitable poisonings.

Practice Paper A – Score Level 3

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

Practice Paper B – Score Level 1

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

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 0

Holistically, the response best fits the criteria for Level 0.

Map to the Common Core Learning Standards
Regents Examination in English Language Arts (Common Core)
January 2016

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.5 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	RL.3 (11-12)
5	MC	1	1	RL.5 (11-12)
6	MC	1	1	RL.2 (11-12)
7	MC	1	1	RL.2 (11-12)
8	MC	1	1	RL.3 (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	RL.4 (11-12)
13	MC	1	1	L.5 (11-12)
14	MC	1	1	RL.5 (11-12)
15	MC	1	1	RI.4 (11-12)
16	MC	1	1	RI.3 (11-12)
17	MC	1	1	RI.2 (11-12)
18	MC	1	1	RI.6(11-12)
19	MC	1	1	RI.4 (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 2016 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.