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**New York State Testing Program
Regents Examination in
English Language Arts (Common Core)**

Questions with Annotations

June 2014



THE STATE EDUCATION DEPARTMENT /

THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**New York State Testing Program
Regents Examination in English Language Arts (Common Core)
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With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. In Spring 2014, New York State administered the first set of Regents Exams designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new tests, New York State released a number of resources during the 2013-2014 year, including sample questions, test blueprints and specifications, and criteria for writing test questions. These resources can be found at <http://www.engageny.org/resource/regents-exams>.

New York State administered the first English Language Arts and Algebra I Common Core Regents Exams in June 2014 and is now annotating a portion of the questions from the Algebra I and all of the questions from the English Language Arts tests for review and use. These annotated questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

The annotated questions are intended to help students, families, educators, and the public understand how the Common Core is different. The annotated questions will demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the Regents Examinations can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the Common Core Learning Standards.

The annotated questions include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standard; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each extended-response question, there will be an explanation for why the question measures the intended standards and sample student responses at each score point with commentary explaining the score given based on the rubric.

Understanding English Language Arts Annotated Questions

Part 1 Multiple Choice Questions

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of the text that best supports a central idea. To answer correctly, a student must first comprehend the central ideas and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors. Each distractor will also require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text, or interpretations of the text that aren't supported by special textual evidence. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about the knowledge and skills of the student based on their selection of an incorrect response. The multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the Common Core Learning Standard measured.

Part 2 Argument (Writing from Sources – Argument)

The Part 2 extended-response question is designed to measure a student's ability to Write from Sources. Questions that measure Writing from Sources prompt students to communicate a clear and coherent argument, synthesizing a claim and anticipating a counterclaim using 4 information texts related to a topic. The question measures Common Core Reading, Writing, and Language Standards. This extended-response question allows students to demonstrate their ability to write coherent essays using textual evidence to support their ideas.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade specific Common Core Writing, Reading, and Language Standards. The integrated nature of the Common Core Learning Standards for English Language Arts and Literacy require that students are evaluated across the strands (Reading, Writing, and Language) with longer pieces of writing such as those prompted by the extended-response question.

The information in the annotated extended-response question focuses on the demands of the question and as such will show how the question measures the Common Core Reading standards.

Part 3 Response (Text Analysis – Exposition)

The Part 3 response question is designed to measure a student's ability to analyze a text. Questions that measure the Text Analysis prompt students to communicate a clear and coherent analysis of how an author develops a central idea in a work of literature or literary non-fiction. This question measures Common Core Reading, Writing, and Language Standards. Students will perform a close reading of a text and analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea.

For 3, student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using rubrics that incorporate the demands of grade specific Common Core Writing, Reading, and Language Standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy require that students are evaluated across the strands (Reading, Writing, Language) with longer pieces of writing such as those prompted by the response questions.

The information in the annotated response questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading Standards.

Part 1

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.

Reading Comprehension Passage A

It was upon the 4th of March, as I have good reason to remember, that I rose somewhat earlier than usual, and found that Sherlock Holmes had not yet finished his breakfast. The landlady had become so accustomed to my late habits that my place had not been laid nor my coffee prepared. With the unreasonable petulance¹ of mankind I rang the bell and gave
5 a curt intimation that I was ready. Then I picked up a magazine from the table and attempted to while away the time with it, while my companion munched silently at his toast. One of the articles had a pencil-mark at the heading, and I naturally began to run my eye through it. . . .

10 "From a drop of water," said the writer, "a logician could infer the possibility of an Atlantic or a Niagara without having seen or heard of one or the other. So all life is a great chain, the nature of which is known whenever we are shown a single link of it. Like all other arts, the Science of Deduction and Analysis is one which can only be acquired by long and patient study, nor is life long enough to allow any mortal to attain the highest possible perfection in it. Before turning to those moral and mental aspects of the matter which
15 present the greatest difficulties, let the inquirer begin by mastering more elementary problems. Let him, on meeting a fellow-mortals, learn at a glance to distinguish the history of the man and the trade or profession to which he belongs. Puerile² as such an exercise may seem, it sharpens the faculties of observation and teaches one where to look and what to look for. By a man's fingernails, by his coat-sleeve, by his boot, by his trouser-knees, by
20 the callosities of his forefinger and thumb, by his expression, by his shirt-cuffs—by each of these things a man's calling is plainly revealed. That all united should fail to enlighten the competent inquirer in any case is almost inconceivable."

25 "What ineffable twaddle!" I cried, slapping the magazine down on the table; "I never read such rubbish in my life."

25 "What is it?" asked Sherlock Holmes.

30 "Why, this article," I said, pointing at it with my egg-spoon as I sat down to my breakfast. "I see that you have read it, since you have marked it. I don't deny that it is smartly written. It irritates me, though. It is evidently the theory of some arm-chair lounging who evolves all these neat little paradoxes in the seclusion of his own study. It is not practical. I should like to see him clapped down in a third-class carriage on the Underground and asked to give the trades of all his fellow-travellers. I would lay a thousand to one against him."

35 "You would lose your money," Sherlock Holmes remarked, calmly. "As for the article, I wrote it myself."

35 "You?"

"Yes, I have a turn both for observation and for deduction. The theories which I have expressed there, and which appear to you to be so chimerical, are really extremely practical—so practical that I depend upon them for my bread-and-cheese."

¹petulance — a quality or state of being rude

²puerile — childish

- “And how?” I asked, involuntarily.
- 40 “Well, I have a trade of my own. I suppose I am the only one in the world. I’m a consulting detective, if you can understand what that is. Here in London we have lots of government detectives and lots of private ones. When these fellows are at fault they come to me, and I manage to put them on the right scent. They lay all the evidence before me, and I am generally able, by the help of my knowledge of the history of crime, to set them straight. There is a strong family resemblance about misdeeds, and if you have all the details of a thousand at your finger-ends, it is odd if you can’t unravel the thousand and first. Lestrade is a well-known detective. He got himself into a fog recently over a forgery case, and that was what brought him here.”
- 45 “And these other people?”
- 50 “They are mostly sent out by private inquiry agencies. They are all people who are in trouble about something, and want a little enlightening. I listen to their story, they listen to my comments, and then I pocket my fee.”
- 55 “But do you mean to say,” I said, “that without leaving your room you can unravel some knot which other men can make nothing of, although they have seen every detail for themselves?”
- 60 “Quite so. I have a kind of intuition that way. Now and again a case turns up which is a little more complex. Then I have to bustle about and see things with my own eyes. You see, I have a lot of special knowledge which I apply to the problem, and which facilitates matters wonderfully. Those rules of deduction laid down in that article which aroused your scorn are invaluable to me in practical work. Observation with me is second nature. You appeared to be surprised when I told you, on our first meeting, that you had come from Afghanistan.”
- 65 “You were told, no doubt.”
- 70 “Nothing of the sort. I *knew* you came from Afghanistan. From long habit the train of thought ran so swiftly through my mind that I arrived at the conclusion without being conscious of intermediate steps. There were such steps, however. The train of reasoning ran: ‘Here is a gentleman of a medical type, but with the air of a military man. Clearly an army doctor, then. He has just come from the tropics, for his face is dark, and that is not the natural tint of his skin, for his wrists are fair. He has undergone hardship and sickness, as his haggard face says clearly. His left arm has been injured. He holds it in a stiff and unnatural manner. Where in the tropics could an English army doctor have seen much hardship and got his arm wounded? Clearly in Afghanistan.’ The whole train of thought did not occupy a second. I then remarked that you came from Afghanistan, and you were astonished.” ...
- 75 I was still annoyed at his bumpitious style of conversation. I thought it best to change the topic.
- 80 “I wonder what that fellow is looking for?” I asked, pointing to a stalwart, plainly dressed individual who was walking slowly down the other side of the street, looking anxiously at the numbers. He had a large, blue envelope in his hand, and was evidently the bearer of a message.
- 85 “You mean the retired sergeant of marines,” said Sherlock Holmes.
- “Brag and bounce!” thought I to myself. “He knows that I cannot verify his guess.”
- The thought had hardly passed through my mind when the man whom we were watching caught sight of the number on our door, and ran rapidly across the roadway. We heard a loud knock, a deep voice below, and heavy steps ascending the stair.
- “For Mr. Sherlock Holmes,” he said, stepping into the room and handing my friend the letter.

Here was an opportunity of taking the conceit out of him. He little thought of this when he made that random shot. "May I ask, my lad," I said, blandly, "what your trade may be?" "Commissionnaire, sir," he said, gruffly. "Uniform away for repairs."

"And you were?" I asked, with a slightly malicious glance at my companion.

"A sergeant, sir, Royal Marine Light Infantry, sir. No answer? Right, sir."

He clicked his heels together, raised his hand in a salute, and was gone.

—A. Conan Doyle
excerpted from *A Study in Scarlet*, 1904
Harper & Brothers Publishers

Commentary on Text Complexity

Text: excerpt from *A Study in Scarlet*: Literature
(1,265 words)

Quantitative Analysis

ATOS: 7.8 (6th -8th); DRP: 57 (4th -8th)*; Flesch-Kincaid: 6.5 (4th -8th); LEXILE: 1030 (6th -8th) *Due to word limit restrictions of some quantitative readability measures, the reported measures may be based on the first 1000 words of a text as opposed to the text in its entirety.

Qualitative Analysis

The text, an excerpt from the classic 19th century Sherlock Holmes detective fiction of Arthur Conan Doyle, merits reading. Although the quantitative analysis of this text places it in the 4th-8th grade band, the qualitative analysis demonstrates this text complexity is appropriate for students in the CCLS 11-CCR Band. The incidents and conversations in the text subtly introduce and develop the characters of Holmes and the narrator. Their interactions exemplify the methods and power of observation and logical analysis as articulated by Holmes in both his dialogue with the narrator and his article, which in turn emphasize the differences between the ways Holmes and the narrator think. The text includes complex sentences, use of literary devices, some unfamiliar situations, and use of some academic and unfamiliar language (chimerical, petulance, intimation, puerile, ineffable, deduction, logician, etc.) that require close reading for comprehension and make the text more challenging than the quantitative measure indicates; however, there is no extensive background knowledge required for comprehension of the text.

Justification/Summary

The qualitative analysis demonstrates that the text merits reading, and although the quantitative analysis places it below the 11-CCR Grade Band; there are underlying subtleties, multiple levels for interpretation, complex language and vocabulary that are not captured by the quantitative analysis. Therefore, this text is of appropriate complexity and supports Grade 11-12 CCLS Reading and Language Standards aligned multiple-choice questions.

- 1 The phrase "with the unreasonable petulance of mankind" (line 4) emphasizes the narrator's
- (1) frustration with himself for missing sleep
 - (2) irritation about not finding his breakfast ready
 - (3) concern regarding the pencil-mark on the newspaper
 - (4) impatience with Sherlock Holmes's silence

Key: (2)

MEASURES CCLS Grade 11-12 RL.4:

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RL.4 because it asks students to analyze the impact or resulting emphasis of the phrase "with the unreasonable petulance of mankind" on the tone of this part of the passage. To answer this item correctly, students need to understand that the narrator indicates that he had recently been sleeping late and that the landlady, who prepares his breakfast, did not expect him to be awake (lines 1 through 4). The phrase "with the unreasonable petulance of mankind" precedes his action in response to this and creates a tone of irritation through the author's choice of words.

WHY CHOICE "2" IS CORRECT:

Students who chose "2" demonstrate an ability to determine how a phrase emphasizes a tone or mood of the text. The phrase "with the unreasonable petulance of mankind" captures the narrator's emotional reaction to not finding his breakfast prepared. Because the narrator is telling this story in the past tense and has the ability to reflect on his reaction, he used this phrase to show that he was irritated, but that his irritation was not reasonable because it makes sense that she would not have his breakfast ready because he usually slept late. The phrase in question here shows the narrator knows he was behaving in a manner that people often do when something they have become accustomed to is not present.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have assumed that from lines 1 through 4 that the narrator is keeping irregular hours and may not be sleeping enough, but this option does not reflect the reference of this word choice which is to indicate his irritation at not having his breakfast ready.

Choice 3: Students who chose "3" may have understood that the pencil-mark in the newspaper sets in motion an important series of events and may have interpreted a tone of concern given the narrator's later reaction to the article (lines 23 and 24.) But the pencil-mark is not connected to the phrase in the question stem, which relates to the narrator's reaction to finding that his breakfast was not prepared for him.

Choice 4: Students who chose "4" may have understood that while the narrator is eating his breakfast, Holmes is eating his breakfast and not interacting with him (line 4), and/or interpreted this paragraph to be foundational in setting up the tone of the dialogue (change throughout) that Holmes and the narrator have later. While the narrator does display impatience with Holmes later in the passage, this is not emphasized by the phrase "with the unreasonable petulance of mankind"; nor does this tone result from the events in this paragraph, in which the narrator becomes irritated to find his breakfast has not been prepared.

HOW TO HELP STUDENTS MASTER Grade 11-12 RL.4:

Answer choices "1", "3", and "4" are all plausible in that they reflect interpretations of the narrator's tone based on events in the passage. However, only "2" connects the author's choice of words to the events that evoke the emphasis in tone. To help students succeed with questions like this, instruction can focus on how an author's choice of language in response to events in a narrative can impact tone and/or meaning. Teachers might begin by taking a phrase such as "with the unreasonable petulance of mankind," breaking down the meaning of the phrase (including using context to determine the meaning of unknown vocabulary words such as "petulance"), and asking students why the author might have chosen these words over other possible words.

2 How do the words “logician” (line 9), “deduction” (lines 12, 36, and 59), and “analysis” (line 12) advance the author’s purpose?

- (1) by indicating the relationship between science and art
- (2) by suggesting the reasons why private inquiry agencies seek outside help
- (3) by highlighting the complexity of the crimes encountered by Sherlock Holmes
- (4) by emphasizing the systematic nature of Sherlock Holmes’s approach to solving crimes

Key: (4)

MEASURES CCLS Grade 11-12 RL.4:

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RL.4 because it asks students to analyze how specific word choices of the author advance the author’s purpose and the impact of these words on the meaning of the text as intended by the author. To answer this question correctly, students need to have an overall understanding of the Holmes character as depicted in the passage and understand how the words “logician” (line 9), “deduction” (lines 12, 36, and 59), and “analysis” (line 12) contribute to this depiction and development of the character.

WHY CHOICE “4” IS CORRECT:

Students who chose “4” demonstrate an ability to determine that the words “logician” (line 9), “deduction” (lines 12, 36, and 59), and “analysis” (line 12) are used by the author strategically in order to depict Holmes’s approach to his work. This requires an understanding that the development of character is an intrinsic part of an author’s purpose and craft, and that specific word choices can function as a major component of character development.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose “1” may have correctly understood the connection between science and art as depicted in lines 11 through 14 (“Like all other arts, the Science of Deduction and Analysis the highest possible perfection in it”) and the role the words “deduction” and “analysis” have in this idea. However, this choice does not connect how the words “logician” (line 9), “deduction” (lines 12, 36, and 59), and “analysis” (line 12) advance the author’s purpose of proving Holmes’s effective crime-solving skills and the impact of these words on the meaning of the text as intended by the author.

Choice 2: Students who chose “2” may have correctly understood the motivation of private inquiry agencies to seek Holmes’s services and that Holmes’s analytical and deductive skills are why he is sought out, but this is a minor supporting detail that explains how Holmes makes a living as opposed to an important aspect of who the character is and how he is developed by specific word choices.

Choice 3: Students who chose "3" may have correctly understood that the nature of Holmes's work is complex and requires logic, deduction and analysis. However, this understanding of Holmes' work is a detail in support of the character's approach to his work as opposed to an understanding of the work itself, and how the author's word choice supports this understanding.

HOW TO HELP STUDENTS MASTER 11-12 RL.4:

Answer choices "1", "2", and "3" are all based in understandings of the character and/or his work, but only "4" conveys how the author's choice of words advance the author's purpose in developing the character of Holmes. To help students succeed with questions like this, instruction can focus on how an author's choice of words work to develop characters in a text. Teachers might begin by examining words such as "logician," "deduction," and "analysis" as they are used in the text, using context to determine the meaning of any words not known to the students, and once the meanings of these words have been determined, asking students why the author might have chosen these words over other possible words to advance his purpose, develop the character of Holmes, and/or propel the action in the story.

3 What is the effect of withholding the identity of Sherlock Holmes as the author of the article (lines 9 through 34)?

- (1) It creates a somber mood.
- (2) It foreshadows an unwelcome turn of events.
- (3) It allows the reader to learn the narrator's true feelings.
- (4) It leads the reader to misunderstand who the writer is.

Key: (3)

MEASURES CCLS Grade 11-12 RL.5:

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

HOW THIS QUESTION MEASURES CCLS 11-12 RL.5:

This item measures 11-12 RL.5 because it asks students to analyze how the author's structural decisions impact meaning. To answer this question correctly, students need to comprehend that the decision to not reveal the identity of the author throughout lines 9 to 34 enables the narrator to convey a brutally honest opinion to Holmes, the author. These paragraphs set up Holmes to explain his talent and the nature of his work to a skeptical narrator.

WHY CHOICE "3" IS CORRECT:

Students who chose "3" demonstrate understanding of how an author's structural choices can impact meaning. The withholding of this information from the reader and the narrator coupled with the irritation the narrator feels in lines 1 through 9 creates the opportunity for the narrator to express himself freely. This structural decision on the part of the author impacts the plot in that it creates the conditions for a conflict in the text.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have understood that the mood in lines 9 to 34 is of a serious nature, particularly given the narrator's critical reaction in lines 23 and 24 and 26 through 32. But the word "somber" does not accurately describe the impact these lines have on the meaning of the text. In addition, the primary result of this structural choice on the part of the author is not one that generates a particular mood, but rather one that sets up an important aspect of the plot.

Choice 2: Students who chose "2" may have understood that lines 9 to 34 set up a conflict in the passage and/or that the kind of work that Holmes does involves investigating crimes; but there is no foreshadowing happening as a result of withholding Holmes's identity as the author of the article. As with choice 1, the primary result of this structural choice on the part of the author is not one that foreshadows an unwelcome turn of events, but rather one that sets up an important aspect of the plot.

Choice 4: Students who chose "4" may have understood that lines 9 to 34 set up an aspect of the plot, but the effect of the withholding of the authorship of the article does not lead to the misunderstanding of the writer; if anything, it leads to greater understanding of the character of Holmes.

HOW TO HELP STUDENTS MASTER 11-12 RL.5:

Answer choices "1", "2" and "4" are based in understandings of what is happening in lines 9 to 34 in terms of the tone of the passage and/or how these lines function in terms of structure of the text; however, only choice "3" discusses how an author's structural choices impact meaning. To help students succeed with questions like this, instruction should focus on building students' capacity to comprehend grade-level texts, with repeated close readings to focus on how the structural choices an author makes impact meaning of the text. Following close readings, teachers might help students understand the impact of structural choices by conceptualizing alternate structural choices an author could have made (e.g., revealing identity of Sherlock Holmes as the author of the article earlier or establishing a relationship between the narrator and Holmes in advance of the events in this excerpt) and their impact on meaning.

- 4 In this passage, the conversation between Holmes and the narrator (lines 23 through 38) serves to
- (1) reinforce the narrator's appreciation for deduction
 - (2) establish a friendship between the narrator and Holmes
 - (3) reveal how Holmes makes his living
 - (4) expose some of Holmes's misdeeds

Key: (3)

MEASURES CCLS Grade 11-12 RL.3:

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

HOW THIS QUESTION MEASURES CCLS 11-12 RL.3:

This item measures 11-12 RL.3 because it requires students to analyze how different elements of a story interact with one another, and what the resulting impact of this interaction is. In this case, the characters' interaction via dialogue propels the plot, with the conversation allowing for Holmes to reveal his profession and the details thereof. Because the narrator is neither impressed nor convinced by Holmes's explanations, the conversation (lines 23 through 38) creates the conditions by which Holmes can demonstrate his skill, an important aspect of this passage.

WHY CHOICE "3" IS CORRECT:

Students who chose "3" demonstrate understanding of how specific dialogue contributes to character development and plot structure. They have correctly determined that the conversation reveals Holmes's profession, and that this information is important to the plot in this excerpt.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have correctly inferred that Holmes prizes deduction as a valued skill that he considers himself exceptionally gifted with (lines 36, 56 through 61) but this is not a skill that the narrator cares to understand nor appreciates in this excerpt, as evidenced by his statement in lines 23 and 24 ("What ineffable twaddle!...") and line 62 ("You were told, no doubt...").

Choice 2: Students who chose "2" may have inferred that because Holmes and the narrator are conversing in this passage, they are friends; but in fact, there is nothing in this excerpt to indicate friendship. If anything, there is evidence that the narrator does not believe Holmes and is skeptical of his claims as seen in lines 53 through 55, 74 and 75, 81, and 87 and 88.

Choice 4: Students who chose "4" may have concluded from lines 45 and 46 that misdeeds are exposed through deduction as described by Holmes; but it is not Holmes who commits these misdeeds, but rather those he is charged with investigating.

HOW TO HELP STUDENTS MASTER 11-12 RL.3

Answer choices "1", "2" and "4" are all based in inaccurate inferences from the text; only choice "3" shows how the dialogue relates to the plot. To help students succeed with questions like this, instruction should focus on building students' capacity to comprehend grade-level texts, with special focus on how story elements connect and build on each other. Graphic organizers can help students track the impact of interrelated story elements and form claims regarding how these elements build and develop a narrative.

5 As used in line 37, the word “chimerical” most nearly means

- (1) unfair
- (2) unrealistic
- (3) aggravating
- (4) contradictory

Key: (2)

MEASURES CCLS Grade 11-12 L.4a:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

HOW THIS QUESTION MEASURES Grade 11-12 L.4a:

This item measures 11-12 L.4a because it requires that the students determine meaning of an above-grade-level or otherwise unfamiliar vocabulary word from context. To answer the question correctly, students must determine the relationship between the word “chimerical” and what transpires in the passage.

WHY CHOICE “2” IS CORRECT:

Students who chose “2” demonstrated the ability to determine the meaning of a word in a story using contextual clues from the text. In lines 36 through 38, Holmes uses the word “chimerical” to describe the narrator’s opinion of his theories based on the narrator’s reaction to the article in lines 23 and 24 and 26 through 32, in which the narrator describes the theories as “ineffable twaddle”, “rubbish” and “not practical.” Holmes goes on to refute these claims of the narrator, and states that the theories are “really extremely practical” (lines 37 and 38). Through a combination of understanding the connotative meanings in the narrator’s reaction and Holmes’s response to his reaction, the word “unrealistic” is synonymous with chimerical as used in this passage.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose “1” may have correctly discerned that narrator’s opinion of Holmes’s theories is generally negative as evidenced in lines 23 and 24 and 26 through 32. However, students who chose “unfair” may not understand the connotations and nuances of the words used in the aforementioned lines with respect to the narrator’s opinion of the article, and/or may have inaccurately interpreted Holmes’ reaction in lines 36 through 38 as a strong protest of the narrator’s opinions as being unfair.

Choice 3: Students who chose “3” may have correctly discerned that the narrator is annoyed by Holmes’ theories as evidenced in lines 23 and 24 and 26 through 32. However, in line 36, Holmes is responding to the narrator’s expression of aggravation by calmly and clearly refuting his claims and contrasting his reaction to the theories, which Holmes describes as chimerical, as “really extremely practical” (lines 37 and 38). Therefore, the word chimerical may be understood both in terms of the reaction of the narrator in lines 23 and 24 and 26 through 32 and Holmes’s reaction in lines 37 and 38.

Choice 4: Students who chose "4" may have correctly concluded that the narrator does not agree with Holmes on the basis of the theories he expresses in his article and that the narrator's tone could be described as contradictory or argumentative. However, in line 37, Holmes is speaking specifically to how the narrator described his theories, not his mood or tone.

HOW TO HELP STUDENTS MASTER 11-12 L.4a:

Answer choices "1", "3" and "4" are all related to the narrator's reaction to Holmes's article, but only "2" reflects the meaning of the word as it is used in the context of both the narrator's reaction to Holmes's article and Holmes's response to the narrator's reaction. To help students succeed with questions such as this one, instruction can focus on using context to determine the meaning of unknown words, including how paragraphs in a text build to shape and refine the context surrounding a word.

- 6 Which analysis is best supported by the details in lines 43 through 55 of the text?
- (1) Private detectives base their analyses on an understanding of human nature.
 - (2) Sherlock Holmes's association with other well-known detectives improves his crime-solving abilities.
 - (3) Government detectives are mostly ineffective at solving complicated crimes.
 - (4) Sherlock Holmes's intuition relies on his ability to detect similarities among various crimes.

Key: (4)

MEASURES CCLS Grade 11-12 RL.3:

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

HOW THIS QUESTION MEASURES CCLS 11-12 RL.3:

This item measures 11-12 RL.3 because it requires students to analyze how different elements of a story develop. Lines 43 to 55 of the text contain details about Holmes' talent with regard to deduction. This item requires the reader to synthesize and analyze these details and identify a claim that best supports the analysis.

WHY CHOICE "4" IS CORRECT:

Students who chose "4" understand that lines 43 to 55, which contain an explanation of how Holmes performs in his profession as well as details about his profession, also contain several key details that develop his character and the narrative. For example, line 44 contains details regarding Holmes's great knowledge about crime, line 45 has details about how crimes of different types resemble each other and line 46 details how Holmes is able to make sense of the evidence from these crimes, even crimes that he is hearing about second-hand, given his knowledge of crimes and how they are similar. The aspect of his talent that Holmes describes as an intuition in line 56 is summarized in lines 53 through 55, in which the narrator again expresses disbelief in response to this explanation that even without observing the evidence firsthand, Holmes can put investigators on the right path.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have understood that an understanding of human nature is crucial to the kind of deductive analysis that Holmes is describing; however, these lines of the text in the context of the entire passage are more related to crime and the drawing of evidence from crime than an understanding of human nature.

Choice 2: Students who chose "2" may have inferred that Holmes has a relationship with other detectives, some of them well known, from lines 43 and 47. However, that is not an analysis that is central to these lines from the passage, but a detail that supports how Holmes functions in his profession.

Choice 3: Students who chose "3" may have concluded that because government detectives consult with Holmes about crimes they cannot solve, that these government detectives are not effective. Much like choice 2, this is not an analysis that is central to these lines from the passage, but a detail that supports how Holmes functions in his profession.

HOW TO HELP STUDENTS MASTER 11-12 RL.3:

Answer choices "1", "2" and "3" are all based on supporting aspects of an analysis from these lines of the text, but only choice "4" represents a claim that is supported by an analysis of how these details develop and interact. To help students succeed with questions like this, instruction should focus on building students' capacity to comprehend grade-level texts, with special focus on forming claims about how story elements connect and build on each other. Graphic organizers can help students track the impacts of interrelated story elements and form claims regarding how these elements build and develop a narrative.

- 7 Which quotation best reflects a central theme in the text?
- (1) "So all life is a great chain, the nature of which is known whenever we are shown a single link of it" (lines 10 and 11)
 - (2) "What ineffable twaddle ... I never read such rubbish in my life" (lines 23 and 24)
 - (3) "They are all people who are in trouble about something, and want a little enlightening" (lines 50 and 51)
 - (4) "Now and again a case turns up which is a little more complex" (lines 56 and 57)

Key: (1)

MEASURES CCLS Grade 11-12 RL.2:

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

HOW THIS QUESTION MEASURES CCLS 11-12 RL.2:

This item measures 11-12 RL.2 because it requires students to identify the quote that best represents a central theme from the story. Students have to read and comprehend the entire passage in order to discern which quote best reflects a central theme in the text.

WHY CHOICE "1" IS CORRECT:

Students who chose "1" understand that a central theme of this text emanates from Holmes's explanation of his powers of deduction, which in this case can be found in the article that the narrator reads in lines 10 and 11. It is these connections of the "chain" that Holmes is able to use in his profession and his ability to draw these connections that enable him to make a living as a consulting detective. This idea is best captured in these lines, which express how deduction allows one to draw conclusions even from a small piece of evidence—a single link in the chain.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose "2" may have done so because it represents the narrator's initial reaction to the article, which is an important detail that develops the narrative; it does not, however, reflect a central theme in the text.

Choice 3: Students who chose "3" may have concluded that Holmes works as a consultant to private individuals who are in need of Holmes's deductive talents. Although this is a detail that supports how Holmes functions in his profession, it is not a central idea in this passage.

Choice 4: Students who chose "4" may have understood that certain cases require Holmes to investigate the crime himself as opposed to listening to the evidence from another person. Much like choice 3, however, this is a detail that supports how Holmes proceeds with his various investigations, not a central idea in the passage.

HOW TO HELP STUDENTS MASTER 11-12 RL.2:

Answer choices "2", "3" and "4" are details from the text that support important aspects of the narrative, but only choice "1" represents a central idea in the text about Holmes's power of deduction. To help students succeed with questions such as this, instruction can focus on building students' capacity to comprehend grade-level texts, with a focus on highlighting and annotating important lines in texts that connect to and/or express central ideas or themes in a passage, and using the evidence to articulate a claim about a central theme in a text.

- 8 The narrator views the arrival of the messenger as “an opportunity of taking the conceit out of him” (line 87) because the narrator wishes to
- (1) challenge Holmes’s theories of deduction
 - (2) stress the importance of self-confidence
 - (3) reveal Holmes’s true intentions
 - (4) practice his own deductive abilities

Key: (1)

MEASURES CCLS Grade 11-12 RL.4:

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

HOW THIS QUESTION MEASURES CCLS 11-12 RL.4:

This item measures 11-12 RL.4 because it requires students to analyze the impact of a specific word choice on the meaning and tone of the passage. To answer this item correctly, students need to understand that the narrator is dubious of Holmes's theories on the basis of his article and his dialogue with the narrator; the narrator also finds Holmes to be arrogant or conceited (lines 74 and 75) and seeks to prove him wrong and/or make him feel foolish. The phrase in question, "an opportunity of taking the conceit out of him," captures this motivation on the part of the narrator.

WHY CHOICE “1” IS CORRECT:

Students who chose "1" understand the narrator's feelings towards Holmes's theories have evolved from irritation to disbelief and that after listening to Holmes he wants to prove him wrong. Students who selected this response also understand how the phrase impacts the meaning in the passage in that the phrase represents a motivation of the narrator to "trap" Holmes.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose "2" may have inferred that both Holmes and the narrator are confident people who can engage in debate about deduction, but this is not the reason the narrator seizes upon the arrival of the messenger as an opportunity. Students who chose this response may have thought that the main motivation of the narrator was to assert his own knowledge as opposed to debunking Holmes' theories and making him look foolish by proving him wrong.

Choice 3: Students who chose "3" may have thought that Holmes and the narrator's disagreement was based in Holmes's hiding his intentions; but this is not an accurate inference on the basis of the entire dialogue between Holmes and the narrator, nor does this describe the opportunity the narrator sees upon the arrival of the messenger.

Choice 4: Students who chose "4" may have concluded that the narrator considers himself an expert in deduction on the basis of his attitude towards Holmes' article and theories expressed in conversation. But there is only evidence in the passage that the narrator is not convinced by Holmes' claims, not that the narrator himself practices deduction. In addition, the messenger's arrival presents an opportunity to prove Holmes wrong, not to bolster the narrator's deductive abilities in the eyes of Holmes.

HOW TO HELP STUDENTS MASTER 11-12 RL.4:

Answer choices "2", "3" and "4" are all based in possible inferences around the narrator's motivation and the opportunity of the arrival of the messenger, but only choice "1" captures how the phrase builds meaning in the passage. To help students succeed with questions such as this, instruction can focus on how an author's choice of words or phrases in response to events in a narrative can impact tone and/or meaning. Teachers might begin by taking a phrase such as "an opportunity of taking the conceit out of him," break down the meaning of the phrase, including using context to determine the meaning of potentially unknown vocabulary words such as "conceit," and asking students why the author might have chosen these words over other possible words.

- 9 The author's description of the conversation between the narrator and the retired sergeant in lines 88 through 92 serves mostly to
- (1) develop a character
 - (2) create a flashback
 - (3) establish a comparison
 - (4) resolve a conflict

Key: (4)

MEASURES CCLS Grade 11-12 RL.3:

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RL.3 because it asks students to analyze the purpose of the description of the conversation in lines 88 through 92 in the passage. To answer the question correctly, students need to be able to synthesize multiple elements in the passage and determine impact. The conversation in lines 88 through 92 proves a claim made by Sherlock Holmes earlier in the passage (line 80) about the former profession of a person identified by the narrator.

WHY CHOICE "4" IS CORRECT:

Students who chose "4" demonstrate an ability to determine how elements in a passage relate and determine the impact of a specific element. The conversation in question serves to settle a disagreement that is going on between the narrator and Sherlock Holmes. It proves Sherlock Holmes's ability to discern a person's profession by observation, an ability that the narrator does not believe in.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have inferred that because a new character was introduced in this part of the passage that character development was the purpose of the conversation. While a new character is introduced, character development is not the primary purpose of lines 88 through 92. This answer choice does not consider the impact of the positioning of these lines at the end of the passage.

Choice 2: Students who chose "2" may have misinterpreted this section of text or its relationship to the passage. This section does not serve as a flashback for the passage, as it occurs in sequence with the other portions of the story being related in this passage.

Choice 3: Students who chose "3" may have interpreted this section as setting up a comparison to the narrator who also served in the military. While both the narrator and the messenger have military experience, lines 88 through 92 are not used to compare them.

HOW TO HELP STUDENTS MASTER Grade 11-12 RL.3:

Answer choices "1", "2", and "3" are all plausible in that they reflect inferences based on events in the passage. However, only "4" connects multiple elements from the passage to one another to appropriately determine impact. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend grade-level texts, with repeated close readings to focus on how an author's choice of how to order elements in a narrative impact meaning. Following close readings, teachers might help students understand the impact of the author's choices on the development of a narrative by conceptualizing alternate choices an author could have made –e.g., envisioning the narrative without the conversation between the narrator and the retired sergeant, or envisioning the description of the conversation as having proceeded in a different manner so as to not resolve the conflict.

10 The conversation with the retired sergeant (lines 89 through 91) leaves the narrator with a sense of

- (1) astonishment
- (2) confusion
- (3) pleasure
- (4) distrust

Key: (1)

MEASURES CCLS Grade 11-12 RL.3:

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RL.3 because it asks students to analyze the impact of the conversation in lines 88 through 91 on the passage. To answer the question correctly, students need to be able to synthesize multiple elements in the passage and determine impact. The conversation on lines 88 through 91 proves a claim made by Sherlock Holmes earlier in the passage (line 80) about the former profession of a person identified by the narrator. Once students understand the primary purpose of the conversation they must determine its impact on the narrator.

WHY CHOICE "1" IS CORRECT:

Students who chose "1" demonstrate an ability to determine how elements in a passage relate and determine the impact of a specific element. The conversation in question serves to settle a disagreement that is going on between the narrator and Sherlock Holmes. It proves Sherlock Holmes's ability to discern a person's profession by observation, an ability that the narrator does not believe in. Students must infer from earlier responses by the narrator, including his "surprise" (line 60) at Sherlock Holmes being able to identify that he had been in Afghanistan, that he will be astonished by Holmes's ability to correctly identify the former profession of the messenger who is a complete stranger.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose "2" may have incorrectly inferred that the narrator would be confused by the conversation in lines 88 through 91. While it is plausible that the narrator could be confused by the conversation, in the proceeding sections of the passage, the narrator is oriented to Holmes's ability through the article and his description of his job, making confusion an unlikely response.

Choice 3: Students who chose "3" may have incorrectly inferred that the narrator would get pleasure from the conversation on lines 88 through 91. Based on previous reactions, including annoyance at Sherlock Holmes providing his explanation of how he knew that the narrator came from Afghanistan (lines 74 and 75), it is unlikely that he would derive pleasure from Holmes being proven correct again.

Choice 4: Students who chose "4" may have incorrectly inferred that the narrator would be distrustful of the conversation on lines 88 through 91. While the narrator displays distrust earlier in the passage (line 62) for Holmes's ability, the narrator sets up this situation by pointing out the messenger on the street, so he is unlikely to be distrustful of the results of the conversation.

HOW TO HELP STUDENTS MASTER Grade 11-12 RL.3:

Answer choices "2", "3", and "4" are all plausible in that they reflect inferences based on events in the passage. However, only "1" connects multiple elements from the passage to one another to appropriately determine impact. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend grade-level texts, with repeated close readings to focus on the impact of specific textual elements on a narrative. Following close readings, teachers might model the forming of evidence-based claims regarding the results or impacts of specific author's choices regarding how to develop and relate elements of a story, and then have students work in groups to form similar claims about different choices by the author.

Reading Comprehension Passage B

Give Us Our Peace

Give us a peace equal to the war
Or else our souls will be unsatisfied,
And we will wonder what we have fought for
And why the many died.

- 5 Give us a peace accepting every challenge—
The challenge of the poor, the black, of all denied,
The challenge of the vast colonial world
That long has had so little justice by its side.

- 10 Give us a peace that dares us to be wise.
Give us a peace that dares us to be strong.
Give us a peace that dares us still uphold
Throughout the peace our battle against wrong.

- 15 Give us a peace that is not cheaply used,
A peace that is no clever scheme,
A people's peace for which men can enthuse,
A peace that brings reality to our dream.

- 20 Give us a peace that will produce great schools—
As the war produced great armament,
A peace that will wipe out our slums—
As war wiped out our foes on evil bent.

- 25 Give us a peace that will enlist
A mighty army serving human kind,
Not just an army geared to kill,
But trained to help the living mind—

An army trained to shape our common good
And bring about a world of brotherhood.

—Langston Hughes
from *The Chicago Defender*, August 25, 1945

Commentary on Text Complexity

Text: "Give Us Our Peace": Poem
(205 words)

Quantitative Analysis

Quantitative Analysis is not appropriate for poetry.

Qualitative Analysis

The poem , written by the African American poet and Harlem Renaissance leader Langston Hughes, merits reading not only for its art but also for its content. The poem's seemingly simple quatrains skillfully and powerfully present the poet's plea for the nation to begin, at the conclusion of World War II, a fitting peace where a new "army," as emphasized in the concluding couplet, will "bring about a world of brotherhood." The poet's careful word choice, phrasing, rhythm, rhyme, repetition, anthropomorphism, and the effective building of his argument require close reading for comprehension and appreciation of the poet's craft.

Justification/Summary

The qualitative analysis demonstrates that the poem merits reading, and is of appropriate complexity and supports Grade 11-12 Reading and Language Standards aligned multiple-choice questions.

11 The prevailing tone of the poem is

- (1) demanding
- (2) angry
- (3) celebratory
- (4) proud

Key: (1)

MEASURES CCLS Grade 11-12 RL.4:

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

HOW THIS QUESTION MEASURES CCLS

This question measures 11-12 RL.4 because it asks students to analyze the cumulative impact of word choice on the tone of the poem. In order to answer the question correctly, students need to understand that by using and repeating the phrase “give us a peace”, in each stanza, the author is creating a demanding tone.

WHY CHOICE “1” IS CORRECT:

Students who chose “1” demonstrate an ability to determine how the use of specific words and phrases contribute to tone. The phrase “give us a peace”, which is repeated in each stanza of the poem, captures the demanding tone of the poem.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose “2” may have inferred that the author’s use of the repetition of words and phrases indicated an angry tone. This answer choice does not correctly identify the impact of the author’s word choice on tone.

Choice 3: Students who chose “3” may have inferred that the poem was celebratory in tone because of the positive imagery used to describe peace such as, “peace that will wipe out our slum” (line 19). This answer choice does not correctly identify the impact of the author’s use of imagery on the tone of the passage.

Choice 4: Students who chose “4” may have inferred that the poem was proud in tone because of the author’s depictions of success in war such as, “As war wiped out our foes on evil bent” (line 20). This answer choice does not correctly identify the impact of the author’s use of imagery on the tone of the passage.

HOW TO HELP STUDENTS MASTER 11-12 RL.4

Answer choices "2", "3", and "4" are all plausible in that they reflect interpretations of the author's tone based on evidence in the passage. However, only "1" connects the author's use and repetition of words and phrases to the prevailing tone of the poem. To help students succeed with questions like this, instruction can focus on how an author's choice of language and use of repetition can impact tone and/or meaning. Teachers might begin by taking a phrase such as "give us peace," analyzing the author's word choice, and then asking students why the author might have chosen to repeat this phrase throughout the poem.

- 12 What is most likely *not* a purpose of the repetition of the phrase “Give us a peace” throughout the poem?
- (1) to provide a unified structure
 - (2) to emphasize a central idea
 - (3) to solicit the people’s loyalty
 - (4) to introduce the poet’s requests

Key: (3)

MEASURES CCLS Grade 11-12 RL.5:

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

HOW THIS QUESTION MEASURES CCLS:

This question measures 11-12 RL.5 because it requires students to understand the multiple purposes of the repetition of the phrase “Give us a peace” and its impact on the structure and meaning of the poem. Once students have identified the phrase’s purposes, the question requires them to exclude the non-aligned response.

WHY CHOICE “3” IS CORRECT:

Students who chose “3” as the correct answer demonstrated an understanding of the multiple purposes of the phrase “Give us a peace,” in the poem, and demonstrated an ability to identify the answer choice that did not align with those purposes. The narrator is addressing an authority and not fellow supporters. While the phrase may serve to unify people if they hear it, it was not likely chosen to solicit loyalty.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose “1” may not have identified the repetition of the phrase “Give us a peace” as providing a unified structure for the poem. This answer choice is incorrect because the author’s repetition of the phrase, “Give us a peace,” in each of the first six stanzas, connects the stanzas together thematically.

Choice 2: Students who chose “2” may not have identified the repetition of the phrase “Give us a peace” as emphasizing the central idea of the poem. This answer choice is incorrect because the author’s repetition of the phrase, “Give us a peace” does serve the purpose of emphasizing the central idea of the poem, the author’s demands.

Choice 4: Students who chose “4” may not have identified the repetition of the phrase “Give us a peace” as introducing the author’s requests. This answer choice is incorrect because the repetition of the phrase, “Give us a peace” does introduce specific requests from the author.

HOW TO HELP STUDENTS MASTER Grade 11-12 RL.5

Answer choices "1", "2", and "4" are all plausible because they reflect possible impacts of repetition of the "Give us a peace". However, only "2" does not reflect an impact of the repetition of the phrase "give us a peace on the poem, making it the correct answer choice. To help students succeed with questions like this, instruction can focus on how an author's repetition of a specific phrase can have multiple impacts on a text under study.

13 The military references throughout the poem serve to

- (1) recall the heroic cause of war
- (2) stress the destructive nature of war
- (3) rally the people for a new form of war
- (4) warn the people of an impending war

Key: (3)

MEASURES CCLS Grade 11-12 RL.3:

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

HOW THIS QUESTION MEASURES CCLS11-12 RL.3:

This question measures 11-12 RL.3 because it requires students to understand the impact of the author's choice of using military references on the poem. In order to successfully answer the question students must be able to identify military references and analyze how the author's choice of these references developed a central idea of the poem.

WHY CHOICE "3" IS CORRECT:

Students who chose "3" demonstrate an understanding of the impact of the author's choice of using military references on the poem. The author's demands of "Give us a peace", when juxtaposed with military references, signals that the "peace" he is describing is something that will need to be fought for. His repeated demands serve as a message to rally his audience. The repetition of the demand "Give us a peace" serves a message to rally his audience for the fight ahead.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have incorrectly interpreted the primary impact of the use of military references in the poem. While the poem does contain military references which recall the heroic nature of war (lines 3 and 4), those references are used to support the narrator's demand of peace.

Choice 2: Students who chose "2" may have incorrectly analyzed the use of military references in the poem. Military references in the poem (line 23) do not stress the destructive nature of war. The references focus on the positive impacts of war, including, "as war wiped out our foes on evil bent".

Choice 4: Students who chose "4" may have incorrectly interpreted the impact of the use of military references in the poem. While the poem does forecast an impending "war", the military references do not serve to warn the people of the impending war. The author is extolling the reader to embrace a "war" for peace.

HOW TO HELP STUDENTS MASTER Grade 11-12 RL.3:

Answer choices "1", "2", and "4" are all plausible in that they reflect inferences based on elements in the poem. However, only "3" connects multiple elements from the poem to one another to appropriately determine impact. To help students succeed with questions like this, instruction can focus on how an author's choice of how to order elements in a narrative impacts meaning.

14 The poet's purpose in the poem can best be described as

- (1) condemnation of war
- (2) an appeal for justice
- (3) an argument for colonial values
- (4) a criticism of education

Key: (2)

MEASURES CCLS Grade 11-12 RL.6:

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

HOW THIS QUESTION MEASURES CCLS:

This question measures 11-12 RL.6 because it requires students to determine the author's purpose for writing the poem by analyzing how the poem, as a whole, establishes a purpose not directly stated. In order to accurately answer the question, students must understand the point of view the author is establishing in the poem.

WHY CHOICE "2" IS CORRECT:

Students who choose "2" demonstrated an understanding of the point of view of the author and the impact on the purpose of the poem. By demanding "peace equal to the war" the author juxtaposes the ideas of fighting against "wrong" during wartime and during peacetime. These two related ideas establish the author's point of view in the poem, and the purpose of the poem, appealing for justice.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have incorrectly identified the purpose or tone of the poem. While the poem does contain military and war references, these references do not serve as a condemnation of war. The references to war in the poem are used to bolster the author's demands for a just peace.

Choice 3: Students who chose "3" may have misinterpreted the reference to colonial world in line 7 of the poem. The author makes reference to the vast colonial world as a challenge "that has long had so little justice by its side", indicating that it is an unjust situation.

Choice 4: Students who chose "4" may have incorrectly interpreted the overall purpose of the poem. If students identified the purpose of the poem as being critical of war, then the specific reference to education (line 17) paired with the war reference (line 18) may have been identified as negative. The author is arguing for great schools in this stanza.

HOW TO HELP STUDENTS MASTER Grade 11-12 RL.6:

Answer choices "1", "3", and "4" are all plausible in that they reflect possible purposes for the poem based on information from the poem. However, only "2" accurately demonstrates how the author's point of view impacts the purpose of the poem. To help students succeed with questions like this, instruction can focus on how a point of view can impact the overall meaning of a poem.

Reading Comprehension Passage C

Science is a way of thinking much more than it is a body of knowledge. Its goal is to find out how the world works, to seek what regularities there may be, to penetrate to the connections of things—from subnuclear particles, which may be the constituents of all matter, to living organisms, the human social community, and thence to the cosmos as a whole. Our intuition is by no means an infallible guide. Our perceptions may be distorted by training and prejudice or merely because of the limitations of our sense organs, which, of course, perceive directly but a small fraction of the phenomena of the world. Even so straightforward a question as whether in the absence of friction a pound of lead falls faster than a gram of fluff was answered incorrectly by Aristotle and almost everyone else before the time of Galileo. Science is based on experiment, on a willingness to challenge old dogma, on an openness to see the universe as it really is. Accordingly, science sometimes requires courage—at the very least the courage to question the conventional wisdom.

Beyond this the main trick of science is to *really* think of something: the shape of clouds and their occasional sharp bottom edges at the same altitude everywhere in the sky; the formation of a dewdrop on a leaf; the origin of a name or a word—Shakespeare, say, or “philanthropic”; the reason for human social customs—the incest taboo, for example; how it is that a lens in sunlight can make paper burn; how a “walking stick” got to look so much like a twig; why the Moon seems to follow us as we walk; what prevents us from digging a hole down to the center of the Earth; what the definition is of “down” on a spherical Earth; how it is possible for the body to convert yesterday’s lunch into today’s muscle and sinew; or how far is up—does the universe go on forever, or if it does not, is there any meaning to the question of what lies on the other side? Some of these questions are pretty easy. Others, especially the last, are mysteries to which no one even today knows the answer. They are natural questions to ask. Every culture has posed such questions in one way or another. Almost always the proposed answers are in the nature of “Just So Stories,” attempted explanations divorced from experiment, or even from careful comparative observations.

But the scientific cast of mind examines the world critically as if many alternative worlds might exist, as if other things might be here which are not. Then we are forced to ask why what we see is present and not something else. Why are the Sun and the Moon and the planets spheres? Why not pyramids, or cubes, or dodecahedra? Why not irregular, jumbly shapes? Why so symmetrical, worlds? If you spend any time spinning hypotheses, checking to see whether they make sense, whether they conform to what else we know, thinking of tests you can pose to substantiate or deflate your hypotheses, you will find yourself doing science. And as you come to practice this habit of thought more and more you will get better and better at it. To penetrate into the heart of the thing—even a little thing, a blade of grass, as Walt Whitman said—is to experience a kind of exhilaration that, it may be, only human beings of all the beings on this planet can feel. We are an intelligent species and the use of our intelligence quite properly gives us pleasure. In this respect the brain is like a muscle. When we think well, we feel good. Understanding is a kind of ecstasy. . .

Let us approach a much more modest question: not whether we can know the universe or the Milky Way Galaxy or a star or a world. Can we know, ultimately and in detail, a grain of salt? Consider one microgram of table salt, a speck just barely large enough for someone with keen eyesight to make out without a microscope. In that grain of salt there are about 10^{16} sodium and chlorine atoms. This is a 1 followed by 16 zeros, 10 million billion atoms. If we wish to know a grain of salt, we must know at least the three-dimensional positions of each of these atoms. (In fact, there is much more to be known—for example, the nature of the forces between the atoms—but we are making only a modest calculation.) Now, is this number more or less than the number of things which the brain can know?

How much *can* the brain know? There are perhaps 10^{11} neurons in the brain, the
50 circuit elements and switches that are responsible in their electrical and chemical activity
for the functioning of our minds. A typical brain neuron has perhaps a thousand little wires,
called dendrites, which connect it with its fellows. If, as seems likely, every bit of information
in the brain corresponds to one of these connections, the total number of things knowable
by the brain is no more than 10^{14} , one hundred trillion. But this number is only one
55 percent of the number of atoms in our speck of salt.

So in this sense the universe is intractable,¹ astonishingly immune to any human
attempt at full knowledge. We cannot on this level understand a grain of salt, much less the
universe.

But let us look a little more deeply at our microgram of salt. Salt happens to be a
60 crystal in which, except for defects in the structure of the crystal lattice, the position of
every sodium and chlorine atom is predetermined. If we could shrink ourselves into this
crystalline world, we would see rank upon rank of atoms in an ordered array, a regularly
alternating structure—sodium, chlorine, sodium, chlorine specifying the sheet of atoms we
65 are standing on and all the sheets above us and below us. An absolutely pure crystal of salt
could have the position of every atom specified by something like 10 bits of information.²
This would not strain the information-carrying capacity of the brain.

If the universe had natural laws that governed its behavior to the same degree of
regularity that determines a crystal of salt, then, of course, the universe would be knowable.
Even if there were many such laws, each of considerable complexity, human beings might
70 have the capability to understand them all. Even if such knowledge exceeded the information-
carrying capacity of the brain, we might store the additional information outside our
bodies—in books, for example, or in computer memories—and still, in some sense, know
the universe.

—Carl Sagan
excerpted from *Broca's Brain*, 1979
Random House

¹intractable — stubborn

²Chlorine is a deadly poison gas employed on European battlefields in World War I. Sodium is a corrosive metal which burns upon contact with water. Together they make a placid and unpoisonous material, table salt. Why each of these substances has the properties it does is a subject called chemistry, which requires more than 10 bits of information to understand.

Commentary on Text Complexity

Text: *Broca's Brain*: Informational
(1,172 words)

Quantitative Analysis

ATOS: 11.0 (9-10); DRP: 65*(6-10); Flesch-Kincaid: 9.5 (6-10); LEXILE: 1100 (6-10). *Due to word limit restrictions of some quantitative readability measures, the reported measures may be based on the first 1000 words of a text as opposed to the text in its entirety.

Qualitative Analysis

The text, an excerpt from the book by Pulitzer Prize winning American astronomer, astrophysicist, and cosmologist Carl Sagan, merits reading. Although the quantitative analysis of this text places it in the 6th-10th grade band, the qualitative analysis demonstrates that this text complexity is appropriate for the CCLS 11-CCR Band. The excerpt begins by discussing the goal and method of the scientific “way of thinking,” presents questions cultures have posed about the world and contrasts the “Just So Stories” approach to explanations in contrast to the way the “scientific cast of mind examines the world.” Sagan further explores whether humans can know the vast complexity of the universe and demonstrates through analysis of a “microgram of salt” that if the universe has natural laws that “govern the behavior to some degree of regularity” it might be possible in some sense. The text explores philosophical and scientific questions appropriate for students in 11th grade. The text includes complex sentence structure, sophisticated and graceful language, some academic and unfamiliar words and phrases that require close reading for comprehension and make the text more challenging than the quantitative measure might indicate; however, comprehension of the text does not require extensive background knowledge, and the excerpt and larger text it was drawn from were written with a general audience in mind.

Justification/Summary

The qualitative analysis demonstrates that the text merits reading, and although the quantitative analysis places it below the 11-CCR Grade Band; there are underlying subtleties, multiple levels for interpretation, complex language and vocabulary that are not captured by the quantitative analysis. Therefore, this text is of appropriate complexity and supports Grade 11-12 CCLS Reading and Language Standards aligned multiple-choice questions.

15 The central idea of the first paragraph focuses on the

- (1) nature of scientific investigation
- (2) unknowable nature of the universe
- (3) growth of our understanding over time
- (4) benefits of formal education

Key: (1)

MEASURES CCLS Grade 11-12 RI.2:

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RI.2 because it asks students to identify the central idea of text. To answer the question correctly, students need to determine the central idea within the first paragraph. Each sentence in the paragraph builds upon Sagan's central thesis.

WHY CHOICE "1" IS CORRECT:

Students who chose "1" demonstrate an ability to comprehend the central idea of the first paragraph. Each successive sentence develops the author's idea of science. Within the first paragraph the author develops his notion of science explaining that "science is a way of thinking" (line 1) and that "science is based on experiment, on a willingness to challenge..." (lines 10 and 11). He further articulates the nature of science by explaining science in the context of non-scientific process; that "our intuition is by no means an infallible guide" (line 5) and "our perceptions may be distorted..." (lines 5 and 6).

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose "2" may have misunderstood the whole of the passage. While Sagan discusses the magnitude and challenge presented in 'knowing,' he also hints at its possibility. This answer choice clearly fails to capture the central idea of both the first paragraph and the entire passage.

Choice 3: Students who chose "3" may have recognized that past scientists arrived at the wrong answers to key questions. While this is discussed in the first paragraph, it is only an example used by the author to support his central idea, not the central idea itself.

Choice 4: Students who chose "4" may have understood that Sagan discussed education within the first paragraph. They may have misconstrued this discussion as a central idea. However, neither education, nor training, is the main idea.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.2:

Answer choices "2", "3", and "4" are choices that indicate the student has not connected each and all of the sentences within the first paragraph to create a coherent sense of the author's main point. To help students succeed with questions like this, instruction can focus on building student capacity to comprehend grade level texts. Teachers might begin by having students identify the main point of each sentence within a paragraph and having them discuss how the sentences fit together to form an author's main point. Additionally, students may benefit from extra practice summarizing each paragraph.

16 Which phrase from the text clarifies the meaning of “dogma” as used in line 11?

- (1) “constituents of all matter” (lines 3 and 4)
- (2) “infallible guide” (line 5)
- (3) “phenomena of the world” (line 7)
- (4) “conventional wisdom” (line 12)

Key: (4)

MEASURES CCLS Grade 11-12 L.4a:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading content*. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 L.4a because it asks students to use context clues to determine the meaning of an unknown word. To answer the question correctly, students need to both define “dogma” and identify the context clues that reveal its meaning.

WHY CHOICE “4” IS CORRECT:

Students who chose “4” demonstrate an understanding of the term “dogma”. Additionally, students who answer “4” demonstrate a firm grasp of how to use context clues to arrive at the definition, regardless of whether they initially knew what “dogma” means.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose “1” may have understood that Sagan discussed science within the first paragraph. While Sagan does discuss properties of matter, the author uses and defines the term “dogma” to illustrate how science challenges conventional wisdom. This answer choice does not reveal or lead to an understanding of “dogma” as used by the author.

Choice 2: Students who chose “2” may have recognized “dogma” can guide thinking. However, the term, and the message of author, does not connote infallibility. Rather, the author emphasizes science’s role in testing the “dogma’s” fallibility.

Choice 3: Students who chose “3” may have understood that line 11 discussed the role of science in changing our understanding of phenomena. However, the term dogma is not used to indicate or signal the definition of science; rather it is used to further illustrate what science is not.

HOW TO HELP STUDENTS MASTER Grade 11-12 L.4a:

Answer choices “1”, “2”, and “3” all indicate that context clues were used to arrive at the author’s intended definition for “dogma.” To help students succeed with questions like this, instruction can focus on identifying context clues for defining unknown or uniquely used words. Teachers might begin by having students identify context clues for known words to gain familiarity with the skill. Once students understand how word meaning is revealed by context clues for familiar words, practice can focus on novel use of known words and words students are not familiar with.

17 Which statement from the text best summarizes the central idea of paragraph 2?

- (1) "Its goal is to find out how the world works, to seek what regularities there may be, to penetrate to the connections of things" (lines 1 through 3)
- (2) "But the scientific cast of mind examines the world critically as if many alternative worlds might exist, as if other things might be here which are not" (lines 27 and 28)
- (3) "We are an intelligent species and the use of our intelligence quite properly gives us pleasure" (lines 37 and 38)
- (4) "Even if there were many such laws, each of considerable complexity, human beings might have the capability to understand them all" (lines 69 and 70)

Key: (1)

MEASURES CCLS Grade 11-12 RI.2:

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

HOW THIS QUESTION MEASURES CCLS

This item measures 11-12 RI.2 because it asks students to determine and summarize the central ideas of paragraph 2. To answer the question correctly, students must read and understand the central ideas introduced in paragraph 2 and characterize it using a related quotation.

WHY CHOICE "1" IS CORRECT:

Students who chose "1" demonstrate an understanding of the central ideas in paragraph. Paragraph 2 provides the reader with a clear articulation of the 'trick' of science, the relationship between a question and knowing. It then goes on to provide various examples of key inquiry, further solidifying the central ideas about the goal of science.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose "2" may have understood that science is founded on the examination of the principals that envelop every day observations but may have failed to distinguish the difference between observation and "examining the world critically." This difference is clearly established in paragraph 3, but this is not the central idea of paragraph 2.

Choice 3: Students who chose "3" may have recognized that the practice of science is an intelligent activity that can be pleasurable. Each of the examples listed require intelligence and could be fun to investigate. Students who have not accurately interpreted the text may be drawn to this wrong answer.

Choice 4: Students who chose "4" may have not have understood the whole of the paragraph. While the paragraph does speak about the unsolved 'mysteries' of life, it does not talk about the possibility of solving them. The paragraph, instead, focuses on the act and goal of scientific inquiry.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.2:

Answer choices "2", "3", and "4" indicate that students have not connected each of the sentences within the second paragraph to create a coherent sense of the text's central ideas. To help students succeed with questions like this, instruction can focus on building student capacity to comprehend grade level texts. Teachers might begin by having students identify the central idea of each sentence. From there, teachers may help students to discuss how each of the sentences fit together to form the central idea of a larger chunk of text. Additionally, students may benefit from extra practice summarizing each paragraph.

18 According to the text, the “main trick” (line 13) of science is to

- (1) follow one’s intuition
- (2) observe and develop questions
- (3) experiment and create laws
- (4) accept one’s limitations

Key: (2)

MEASURES CCLS Grade 11-12 RI.4:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RI.4 because it asks students to determine the meaning of words and phrases as they are used in text. The item asks students to interpret the phrase, “main trick” as the author uses it to signal the intended, developing definition of science.

WHY CHOICE “2” IS CORRECT:

Students who chose “2” demonstrate an understanding of the author’s intended meaning for the phrase “main trick.” To answer correctly, students connect subtle themes presented within paragraph 1 with the overt message and examples of paragraph 2. These themes, messages, and examples are further developed throughout the passage.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose “1” may have understood that paragraphs 1 and 2 suggest the role of personal interest and curiosity in science. However, the students who chose option 1, have not recognized the author’s intended point in discussing science; that science moves us beyond intuition and toward real understanding.

Choice 3: Students who chose “3” may have followed some of the main points within the text, including that science involves experimentation and that scientific laws sometimes follow from such experimentation. However, students who chose “3” may not have actually understood how these main points are connected and how they communicate the “main trick” of science.

Choice 4: Students who chose “4” may not have formed a basic understanding of the text. While the paragraphs involve individuals and make mention, or allude to, limitations, neither play into either the “main trick” of science or the central ideas of the text.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.4:

Answer choices "1", "3", and "4" all indicate that students may either have misunderstood the author's use of "main trick" or the main ideas communicated by the passage. To help students succeed with questions like this, instruction can focus on building student capacity to comprehend grade level texts. Teachers might begin by having students identify the central idea of each sentence. From there, teachers may help students to discuss how each of the sentences fit together to form the central idea of a larger chunk of text. Additionally, students may benefit from extra practice summarizing each paragraph and different ways to describe the main ideas.

19 The examples presented in lines 27 through 31 help the reader understand

- (1) how scientific inquiry differs from ordinary questioning
- (2) why multiple worlds could potentially exist
- (3) how cultural stories influence scientific observation
- (4) why popular explanations rarely rely on experimentation

Key: (1)

MEASURES CCLS Grade 11-12 RI.3:

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RI.3 because it asks students to determine how the author uses specific examples to build his main argument. The item asks students to recognize how the details and examples interact to form a claim regarding scientific inquiry.

WHY CHOICE "1" IS CORRECT:

Students who choose "1" demonstrate an understanding of how the selected examples help illustrate the scientific mindset. To answer correctly, the student must track the developing ideas about science, and what differentiates scientific questioning (paragraph 3) from everyday curiosity (paragraph 2) and students must recognize how the sequencing effects that development.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose "2" may have understood some aspects of Sagan's piece; that it discusses the multiple solutions or truths that exist in answering questions. However, students who chose option A may not have recognized Sagan's main claims or how he has developed them. Likewise, the examples selected, while hinting at the possibility of alternate or new understandings, do not explain why multiple worlds could exist.

Choice 3: Students who chose "3" may have followed certain ideas within the text but failed to focus on the main idea of the specific lines. Sagan does explain and allude to how culture and held beliefs may influence understanding. However, the students who chose "3" may not have followed the author's reasoning as he builds his main point. Similarly, the examples selected do not directly speak to culture or its influence on scientific observation.

Choice 4: Students who chose "4" may have comprehended some of the author's ideas about "popular explanations," but may not have integrated that understanding into the larger narrative thread. While it could be inferred that popular explanations rarely rely on experimentation, the examples selected do not actually relate or evidence this inference.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.3:

Answer choices "2", "3", and "4" all indicate students may have had difficulty following how the author developed his central ideas using sub-claims and examples. To help students succeed with questions like this, instruction can focus on investigation of claim and example structures. Teachers might begin by asking students to identify a main claim within a text, and identify key examples that support it. Teachers can then have students identify sub-claims and examples. Finally, teachers may ask students to consider how sub-claims build, change, strengthen or weaken the author's main points.

20 Which statement best summarizes the central claim made in lines 27 through 39?

- (1) Science is based on human criticism of the world.
- (2) Science is based on the accuracy of human perceptions.
- (3) Humans have a capacity to experience joy through their intelligence.
- (4) Humans consider themselves superior to all other species on the planet.

Key: (3)

MEASURES CCLS Grade 11-12 RI.2:

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RI.2 because it asks students to determine which provided summary best characterizes the third paragraph.

WHY CHOICE "3" IS CORRECT:

Students who chose "3" demonstrate an understanding of lines 27 through 39, that Sagan communicates that scientific thinking can be learned, practiced, and enjoyed. The student who chose "3" follows Sagan's main assertion in paragraph 3; that scientific inquiry and exercising one's intellect "quite properly gives us pleasure."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have followed certain ideas within the text which allude to the role of human criticism in the world. However, the author does not make this his argument based on the concept. While one might argue that the first two paragraphs establish the role of human criticism in science, it does not summarize those paragraphs and fails to characterize the third paragraph.

Choice 2: Students who chose "2" may have understood only certain terms and simple concepts within text. Students who chose "2" may not have connected Sagan's ideas of human behavior when observing their world to the central claim in lines 27 through 29.

Choice 4: Students who chose "4" may have understood only certain aspects of what Sagan communicated in lines 27 through 39. While Sagan uses Walt Whitman's claim, that humans alone possess the ability to feel exhilaration in discovery, Sagan does so in the context of his larger argument and couches it with doubt ("it may be so"). Regardless, lines 27 through 39 remain firmly focused on science as a learned, enjoyable practice.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.2:

Answer choices "1", "2", and "4" are all indications that while students may have understood aspects in what the author is communicating in lines 27 through 39, they have not connected each of the sentences within the second paragraph to create a coherent sense of the text's central ideas. To help students succeed with questions like this, instruction can focus on building student capacity to comprehend grade level texts. Teachers might begin by having students identify the central idea of each sentence. From there, teachers may help students to discuss how each of the sentences fit together to form the central idea of a larger chunk of text. Additionally, students may benefit from extra practice summarizing each paragraph.

21 The purpose of the figurative language in lines 38 and 39 is to

- (1) question the function of the human brain
- (2) contrast the human brain with the brains of other beings
- (3) indicate the shape and composition of one's brain
- (4) illustrate the effect of using one's brain

Key: (4)

MEASURES CCLS Grade 11-12 L.5:

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 L.5 because it asks students to identify and show an understanding of the figurative language in lines 38 and 39 and analyze its role in the text.

WHY CHOICE "4" IS CORRECT:

Students who chose "4" demonstrate an understanding of figurative language by correctly identifying the figurative language in lines 38 through 39, "the brain is like a muscle." Additionally, students who chose "4" show an understanding of the intended meaning of the phrase, that exercising the brain like other muscles of the body can bring us joy.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have misinterpreted the purpose the figurative language servers. Although Sagan's use of the figurative language references the physical function of the brain, the purpose of the language is to emphasize how using the brain makes us feel.

Choice 2: Students who chose "2" may have misunderstood the purpose of the figurative language in these lines. Though there is an implied comparison between the human brain and the brains of other beings, this comparison is not the focus of the language use. The purpose of the figurative language is to emphasize using the brain and its role in humans experiencing joy.

Choice 3: Students who chose "3" may have confused the discussion of the shape of planets (lines 29 and 30) and the composition of salt (line 44) with the discussion of the brain. They may have literally interpreted the figurative language and misunderstood the purpose the language serves in the text.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.2:

Answer choices "1", "2", and "3" all indicate that the student may have identified or understood the meaning of the figurative language in lines 38 and 39, "the brain is like a muscle." To help students succeed with questions like this, instruction can focus on building student recognition of figurative language. Teachers might begin by having students identify examples of figurative language within a grade level text. Once students are capable of identifying figurative language, teachers might focus instruction on building students' ability to understand the meaning of specific, student-identified figurative language. Likewise, instruction could include student led discussion of why authors use figurative language and how it builds or changes the central ideas in a text.

22 The description of salt in lines 41 through 47 emphasizes the idea of

- (1) interconnectedness
- (2) complexity
- (3) predictability
- (4) uniqueness

Key: (2)

MEASURES CCLS Grade 11-12 RI.2:

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RI.2 because it asks students to identify one of the major ideas that is developed throughout the text. To answer this question correctly, a student must read and comprehend the entire text, tracking both the multiple central ideas as they develop.

WHY CHOICE "2" IS CORRECT:

Students who chose "2" demonstrate an understanding of one of the central ideas that Sagan develops throughout the text. By comprehending and summarizing the description of salt in lines 41 through 47, the student can accurately identify Sagan's point, that salt is infinitely complex.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have understood only some aspects of the text. Likewise, they may have been able to infer some information about salt. However, while salt atoms may be interconnected, interconnectedness is not a central idea of the text as a whole.

Choice 3: Students who chose "3" may have read lines 41 through 47 and inferred that salt crystals or atoms are similar. While this may be true, similarity or predictability is not a central idea of the text to be reinforced.

Choice 4: Students who chose "4" may have understood only parts of the text and inferred that each of 'million billion' atoms are unique. While this may or may not be a correct inference, it does not actually support any of the central ideas Sagan developed throughout the text. The focus of lines 41 through 47 is complexity.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.2:

Answer choices "1", "3", and "4" all indicate that the student may have been challenged to recognize the central ideas developed throughout the text. To help students succeed with questions like this, instruction can focus on building student capacity to comprehend grade level texts. Teachers might begin by having students identify the central idea of each sentence within a paragraph and having them discuss how the sentences fit together to form and develop the paragraph's central ideas. Additionally, students may benefit from extra practice summarizing each paragraph.

23 What effect is created by the use of irony in line 47 and lines 53 through 55?

- (1) humor
- (2) doubt
- (3) scorn
- (4) awe

Key: (4)

MEASURES CCLS Grade 11-12 RI.4:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RI.4 because it asks students to identify and understand the irony used in line 47 and lines 53 through 55. To answer this question correctly a student must understand what irony is, locate it within the text, and understand how it shapes the author's ideas within the greater text.

WHY CHOICE "4" IS CORRECT:

Students who choose "4" demonstrate an understanding of what irony is; in this case the play between the 'modest calculations' and 'small' numbers associated with the almost infinite number of things to know or solve. Students who chose "4" then must also determine the meaning and effect of the ironic statement, that there are in fact near infinite 'knowable' things about anything.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 1: Students who chose "1" may have understood the irony in minimizing the scale of possible inquiries. However, while it is potentially humorous, the overriding effect of calling such huge numbers 'small' is in awing the reader by just how many possible things to know there really could be.

Choice 2: Students who chose "2" may have gleaned a central theme that runs throughout the text: critique. While critique and doubt are related, doubt is neither used to create the ironic statements in line 47 and lines 53 through 55 nor is it signaled by the ironic statements.

Choice 3: Students who chose "3" may have understood parts of the text and inferred that the tone used by Sagan while minimizing the number of possible inquiries was hostile/derisive. While irony can be mean-spirited, in this text the author uses irony to amaze us with the near infinite possibilities for knowing and investigation.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.2:

Answer choices "1", "2", and "3" are all indications that the student may not have recognized the meaning and effect of the use of irony in line 47 and lines 53 through 55. Likewise, students who answered incorrectly may have misunderstood the effect of the use of irony. To help students succeed with questions like this, instruction can focus on building student capacity to comprehend grade level texts that use irony as a device. Teachers might begin by having students identify when irony appears in text. Once students can identify instances where authors use irony, they can begin to explore both the effect of its usage and why authors might use irony to convey their central ideas.

24 With which statement would the author of this text most likely agree?

- (1) Understanding the world is essential to our well-being.
- (2) The human brain has an unlimited capacity to store knowledge.
- (3) Scientific inquiry should only focus on objective reality.
- (4) Technology allows us to have complete knowledge of the universe.

Key: (1)

MEASURES CCLS Grade 11-12 RI.2:

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

HOW THIS QUESTION MEASURES CCLS:

This item measures 11-12 RI.2 because it asks students to summarize the central ideas of the text. To answer this question correctly a student must synthesize the various central ideas communicated in the text and determine how best to characterize the views of the author.

WHY CHOICE "1" IS CORRECT:

Students who chose "1" demonstrate comprehension of the central ideas of the text. They have connected the claims and sub-claims that Sagan uses to articulate his position. With each successive paragraph, Sagan furthers his position that the pursuit of 'understanding' through science, while never actually attainable, remains essential for our well-being.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice 2: Students who chose "2" may have understood that Sagan, within the article, discusses the human brain and our capacity to store and aggregate knowledge. However, students who chose "2" may not have connected the mention of these topics to the author's central arguments about the human brain. Sagan argues that while the human brain has tremendous capacity to "know," it remains finite.

Choice 3: Students who chose "3" may have recognized that the author investigates scientific inquiry throughout the article. While the author attempts to define the scope of inquiry, he does so by discussing outcomes; whether we can actually "know" everything. The student who chooses "3" may not have formed a basic understanding of the author's central argument, but misinterpreted the overall central idea.

Choice 4: Students who chose "4" may have understood aspects of the concluding paragraphs. In these paragraphs, Sagan offers technology (the book or computer) as a way to bolster human capacity to store knowledge. While Sagan offers technology as a possible solution, this claim is not a claim that the author fully supports.

HOW TO HELP STUDENTS MASTER Grade 11-12 RI.2:

Answer choices "2", "3", and "4" all indicate that student has not connected the central ideas within each paragraph. To help students succeed with questions like this, instruction can focus on building student capacity to comprehend grade level texts. Teachers might begin by having students identify the central idea of each paragraph. From there, teachers may help students to discuss how each of the authors develops central ideas and reveal points of view throughout the whole or large portions of text. Additionally, students may benefit from extra practice summarizing each paragraph and whole texts.

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 17 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Should companies be allowed to track consumers' shopping or other preferences without their permission?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding companies being allowed to track consumers' shopping or other preferences without their permission. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to

- Establish your claim regarding companies being allowed to track consumers' shopping or other preferences without their permission
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – Cell Phone Carrier Marketing Techniques An Invasion of Privacy?

Text 2 – EyeSee You and the Internet of Things: Watching You While You Shop

Text 3 – Where Will Consumers Find Privacy Protection from RFIDs?: A Case for Federal Legislation

Text 4 – RFID Consumer Applications and Benefits

Commentary on the Task:

CCCS Alignment: RI.11-12.1-6, 10; W.11-12.1, 4, 9; L.11-12.1-6

The writing task asks students to read four texts that present different perspectives on the issue surrounding consumer privacy and construct an argument that refers to these texts.

Reading: The task requires that students identify a central claim and supporting details from 3 of the 4 passages, the relationship between these details, as well as each author's perspective or stance on the issue. The task also requires students to understand each author's use of structure in presenting a clear and reasoned argument and decide whether to use those points in developing their own responses.

Writing: The writing task asks students to develop their own argument based on their reading of the four passages and their understanding of the task. The task does not ask students to write a summary or evaluation of the texts' arguments or clarity. Rather, students use the details and claims presented in these four texts to support their own position on the issue. Students must include a central claim, a sequence of supporting evidence, and responses to counterclaims in an organized and logical fashion. The task requires that students cite evidence from at least three of the four texts.

Language: The writing task asks students to use formal and objective language. Students are required to write in accordance with formal writing conventions including grammatical structure and proper spelling.

There is no single "correct" response, but rather responses that are defensible, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions to defend their claims.

This task measures RI.11-12.1-6 and RI.11-12.10 because it asks students to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Determine the central ideas of texts, including how ideas within and across texts interact and build on one another.
- Analyze a complex set of ideas and events.
- Determine the meanings of words and phrases as they are used in texts, including figurative, connotative and technical meanings.
- Analyze the effectiveness of the author's structure and logic of evidence.
- Determine the author's point of view on a particular issue.
- Read and comprehend literary nonfiction in the Grade 11th-CCR text complexity band.

This task measures W.11-12.1, W.11-12.4 and W.11-12.9 because it asks students to:

- Write arguments to support claims in an analysis of the texts included, using valid reasoning and relevant and sufficient evidence from at least 3 of the 4 texts.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from informational texts to support an argument.

This task measures L.11-12.1-6 because it asks students to:

- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully

when reading.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading and writing.

Text 1

Cell Phone Carrier Marketing Techniques An Invasion of Privacy?

BOSTON (CBS) – Your cell phone may be spying on you.

Every time you download an app, search for a website, send a text, snap a QR code or drive by a store with your GPS on, you are being tracked by your cell phone company.

"They know you were playing Angry Birds. They know that you drove by Sears. They know you drove by Domino's Pizza. They can take that and take a very unique algorithm¹ that can focus on your behavior," explained marketing expert Mark Johnson. "It's very impactful."

According to Johnson, your data trail is worth big money to the cell phone companies.

Details about your habits, your age and gender are compiled and can be sold to third parties. The information is predominantly used as a marketing tool so advertisers can target you with products or services that you are more likely to use or want.

The idea does not sit well with smartphone user Harrine Freeman. "It does seem creepy that companies are collecting all this information about consumers," she said.

Freeman is so uneasy; she turns off her GPS when she is not using it. She also clears her browser history.

"I think it is an invasion of privacy," she said.

All of the major cell phone carriers admit to collecting information about its customers. Some in the industry argue it benefits consumers because they get ads that are relevant to them.

Cell phone companies do notify customers about the data they collect, but critics say the notices are often hard to understand and written in fine print.

Rainey Reitman of the Electronic Frontier Foundation doesn't like the fact that those who don't want to be tracked have to go out of their way to get the company to stop.

"This is something that consumers are automatically opted into," Reitman said.

To find out how your cell phone company might be monitoring you, be sure to carefully read the privacy policy.

Also, make sure you read all of the updates your carrier might send you because this tracking technology keeps changing.

—Paula Ebbin

<http://boston.cbslocal.com>, January 16, 2012

¹algorithm — process or set of rules followed in calculations

Commentary On Text Complexity

Text : Cell Phone Carrier Marketing Techniques An Invasion of Privacy?: Informational
(377 words)

ATOS: 9.0 (6th-8th); DRP: 61 (6th-8th); Flesch-Kincaid: 7.2 (6th-8th); LEXILE: 1010 (6th-8th)

Qualitative Analysis

The text is a newspaper article that presents specific information and a clear perspective on the issue. While the information is presented in an objective manner, the author's perspective is immediately apparent from the first line, "Your cell phone may be spying on you," and is further made apparent in line 3 ("you are being tracked by your cell phone company") and lines 25 through 28 where the author makes suggestions on how to find out if a telephone company is tracking the customer. The article follows a clear structure where the author makes an initial claim (lines 1 through 3), backs it with evidence (lines 5 through 19), considers a counterclaim (lines 20 and 21), and finally concludes with a suggestion to the consumer to read the "fine print" of telephone contracts. The text includes strong opinions of others that question whether the collection of data is right (line 16). The author does not argue a single position; rather, she serves to call the reader's attention to the issue of unwanted cell phone monitoring and information collection of people's private lives.

Justification/Summary

The quantitative measures place this text in the 6th-8th grade band mostly due to its clear sentence structure and vocabulary. While below the 11th-CCR band, the primary source offers a clear introduction to the topics of privacy and information collecting by using rich, textual details, making it appropriate for the development of a response aligned to the Grade 11-12 CCLS Writing Standards.

Text 2

EyeSee You and the Internet of Things: Watching You While You Shop

...Even the store mannequins have gotten in on the gig. According to the *Washington Post*, mannequins in some high-end boutiques are now being outfitted with cameras that utilize facial recognition technology. A small camera embedded in the eye of an otherwise normal looking mannequin allows storekeepers to keep track of the age, gender and race of all their customers. This information is then used to personally tailor the shopping experience to those coming in and out of their stores. As the *Washington Post* report notes, “a clothier introduced a children’s line after the dummy showed that kids made up more than half its mid-afternoon traffic... Another store found that a third of visitors using one of its doors after 4 p.m. were Asian, prompting it to place Chinese-speaking staff members by the entrance.”

At \$5,072 a pop, these EyeSee mannequins come with a steep price tag, but for store-owners who want to know more—*a lot more*—about their customers, they’re the perfect tool, able to sit innocently at store entrances and windows, leaving shoppers oblivious to their hidden cameras. Italian mannequin maker Almax SpA, manufacturer of the EyeSee mannequins, is currently working on adding ears to the mannequins, allowing them to record people’s comments in order to further tailor the shopping experience. ...

It’s astounding the amount of information—from the trivial to the highly personal—about individual consumers being passed around from corporation to corporation, all in an effort to market and corral potential customers. Data mining companies collect this wealth of information and sell it to retailers who use it to gauge your interests and tailor marketing to your perceived desires.

All of the websites you visit collect some amount of information about you, whether it is your name or what other sites you have visited recently. Most of the time, we’re being tracked without knowing it. For example, most websites now include Facebook and Twitter buttons so you can “like” the page you are viewing or “Tweet” about it. Whether or not you click the buttons, however, the companies can still determine which pages you’ve visited and file that information away for later use. ...

As the EyeSee mannequins show, you no longer even have to be in front of your computer to have your consumer data accessed, uploaded, stored and tracked. In August 30 2012, for example, data mining agency Redpepper began testing a service known as Facedeals in the Nashville, Tennessee area. Facial recognition cameras set at the entrances of businesses snap photos of people walking in, and if you’ve signed up to have a Facedeals account via your Facebook, you receive instant coupons sent to your smartphone. Similarly, a small coffee chain in San Francisco, Philz Coffee, has installed sensors at the front door 35 of their stores in order to capture the Wi-Fi signal of any smartphone within 60 yards. Jacob Jaber, president of Philz Coffee, uses the information gleaned from these sensors to structure his stores according to the in-store behavior of customers. ...

Not even politicians are immune to the lure of data mining. In the run-up to the 2012 presidential election, the Romney and Obama campaigns followed voters across the web by 40 installing cookies on their computers and observing the websites they visited in an attempt to gather information on their personal views. CampaignGrid, a Republican affiliated firm, and Precision Network, a Democratic affiliated firm, both worked to collect data on 150 million American Internet users, or 80% of the registered voting population. ...

—John W. Whitehead
excerpted

<https://www.rutherford.org>, December 17, 2012

Commentary On Text Complexity

Text : EyeSee You and the Internet of Things: Watching You While You Shop: Informational
(579 words)

Quantitative Analysis

ATOS: 12.3 (11th-CCR); DRP: 71 (9th-CCR); Flesch-Kincaid: 14.7 (above 11th-CCR); LEXILE: 1520 (above 11th-CCR);

Qualitative Analysis

The text is an article from a website that discusses civil liberties issues. The text discusses some of the incentives and methods companies have to collect information from people. In this selection, the author does not present a specific argument against collecting people's personal information, but does shed light on the breadth of the industry of data collection and why the information is collected. For example, the author writes in lines 19 through 21, "Data mining companies collect this wealth of information and sell it to retailers who use it to gauge your interests and tailor marketing to your perceived desires." The author's perspective is clarified with lines like, "Most of the time, we're being tracked without knowing it" (lines 23 and 24), suggesting that companies are following consumers' decisions without being clear they are doing so. The article is clearly written and structured, and provides rich information concerning the topic in question.

Justification/Summary

The quantitative measures place this text above 11th-CCR mostly due to its use of proper nouns (e.g. EyeSee, Facebook, San Francisco, etc.); however, the article is clearly written and is rich in details, making it appropriate for the development of a response aligned to the Grade 11-12 CCLS Writing Standards.

Text 3

Where Will Consumers Find Privacy Protection from RFIDs?: A Case for Federal Legislation

What Are RFIDs? How Do RFIDs Work?

...RFID [Radio Frequency Information Device] technology is an automatic identification system that identifies objects, collects data, and transmits information about the object through a "tag." A device called a reader extracts and processes the information on the tag. Experts characterize RFIDs as devices "that can be sensed at a distance by radio frequencies with few problems of obstruction or misorientation."¹ In essence, RFIDs are wireless barcodes. However, unlike typical barcodes, which are identical for all common products, each RFID has a unique identification. Therefore, every individually tagged item has a different barcode sequence. Typical barcodes also require unobstructed paths for scanning, whereas RFIDs can be scanned through solid objects.² RFIDs have communication signals that facilitate data storage on RFID tags and enable the stored information to be gathered electronically—hypothetically permitting, for example, Coca-Cola to have a database storing information about the life cycle of a Coke can. The database would contain tracking details from the moment the can is manufactured through its processing at a garbage dump—since RFID readers can be attached to garbage trucks. Between the birth and death of a customer's Coke can, the RFID tags would tell the Coca-Cola Company where and when the Coke was purchased, what credit card the Coke was purchased with, and, in turn, the identity of the purchaser. Even if the customer did not purchase the Coke with a credit card, state issued ID cards equipped with RFID technology could relay the customer's identity to RFID readers as he or she leaves the store. Coca-Cola's final product of the RFIDs' communications is a database of the life cycles of individual cans of Coke and personal information about their purchasers. With this myriad of information, Coca-Cola has the ability to individually market to each of the 1.3 billion daily Coca-Cola consumers. ...

How Are RFIDs Used?

RFIDs are currently used in many ways, including, "livestock management[,] 24 hour patient monitoring[,] authentication of pharmaceuticals[,] tracking consignments in a supply chain[,] remote monitoring of critical components in aircraft [, and] monitoring the safety of perishable food."³ Advocates of RFID technology, including retailers and manufacturers, praise the increased functionality and efficiency that will likely ensue from using RFIDs. Once all products are individually tagged, shoppers are expected to be able to purchase items without checking-out. This should be possible since RFID readers will be able to scan every item as the customer exits the store and charge an RFID credit card, thereby simultaneously increasing efficiency and possibly reducing shoplifting. Other RFID uses include easy monitoring of product recalls, tracking lobsters for conservation purposes, and purchasing products with transaction-free payment systems.⁴ Additionally, in October 2003, the Department of Defense set standards mandating suppliers to place

¹KATHERINE ALBRECHT & LIZ MCINTRYE, SPYCHIPS 13 (Nelson Current 2005) quoting Raghu Das, *RFID Explained: An Introduction to RFID and Tagging Technologies*, ID TECHEX (2003).

²*Id.*

³Viviane Reding, Member of the European Commission responsible for Information Society and Media, Address at EU RFID 2006 Conference: Heading for the Future, RFID: WHY WE NEED A EUROPEAN POLICY, 1,3 (Oct. 16, 2006).

⁴David Flint, *Everything with Chips!*, BUS. L. REV., Mar. 2006, 73, 73.

RFID tags on all packaging for the Department of Defense.⁵ Thus, RFIDs can be used to increase efficiency and safety. . . .

**Do Consumers Have a Right to Privacy
from RFIDs under Tort Law?⁶**

...In the context of RFIDs, there are some situations where gathering information from RFID tags violates consumers' privacy expectations. For example, a consumer does not have a reasonable expectation of privacy when carrying RFID equipped items in a transparent shopping cart. However, once the items are placed in an opaque bag, a right to privacy immediately arises. If a business or third-party gathers data about the items once the items are no longer visible to the naked eye, there is an objective invasion of privacy. Gathering information stored in the RFID tag in a winter jacket worn in public is also not an invasion of privacy, yet pulling data off undergarments is intrusive. However, since the home is always considered a private place, once an active RFID tag enters the home, any information gathered, including information from the winter jacket, immediately offends the principles of privacy. Protecting consumers from unreasonably intrusive actions of businesses requires that RFID tags become unreadable once they enter private places. However, the fundamental nature of the technology does not harmonize with this privacy goal because RFID readers do not scrutinize whether the information is considered private before it gathers data from the tag. . . .

With new technologies come new methods of consumer tracking and changing parameters for what may be considered highly offensive. These new methods of tracking are not considered intrusive simply because the nature of the technology requires consumer purchases to be recorded. If individuals make active decisions to use a credit card instead of cash—a voluntary act—their purchases can be tracked. Similarly, the gathering of information stored on RFID technology in consumer goods may not be deemed highly offensive depending on changing consumer expectations. . . .

—Serena G. Stein
excerpted and adapted
Duke Law & Technology Review, 2007, No.3

⁵PRESS RELEASE, US DEP. OF DEFENSE, DoD ANNOUNCES RADIO FREQUENCY IDENTIFICATION POLICY, UNITED STATES DEPARTMENT OF DEFENSE NEWS RELEASE, (Oct. 23, 2003).

⁶Tort Law — covers civil wrongs resulting in an injury or harm constituting the basis for a claim by the injured person

Commentary On Text Complexity

**Text : Where Will Consumers Find Privacy Protection from RFIDs?:
A Case for Federal Legislation: Informational
(1002 words)**

Quantitative Analysis

ATOS: 14.6 (above 11th-CCR); Flesch-Kincaid: 14.4 (above 11th-CCR); LEXILE: 1430 (above 11th-CCR); DRP: 75 (above 11th-CCR) * Due to word limit restrictions of some quantitative readability measures, the reported measures may be based on the first 1000 words of a text as opposed to the text in its entirety.

Qualitative Analysis

The text is an article from a journal that explains the purpose and use of RFIDs. The text presents a clear argument that RFID technology can violate people's privacy. The article is clearly structured and includes section titles. RFID technology and its uses are clearly identified and explained under the first and second sections, while the principle argument is made in the third section. In the section titled, "How Are RFIDs Used?" the author includes beneficial uses of the technology, however, the section that follows raises questions with how companies can possibly violate a person's right to privacy given the technology's features. Although the text introduces RFIDs as opposed to cell phones, it is clearly linked to the other texts due to its use of terminology such as "information" (line 2), "customer" (line 15), and "market" (line 22). In addition, the author links the use of technology to collect personal information to concerns over personal privacy (lines 41 and 42).

Justification/Summary

The quantitative measures place this text above 11th-CCR mostly due to its use of proper nouns (e.g. RFID); however, the article is clearly structured, includes rich description of the topic and presents a clear argument, making it appropriate for the development of a response aligned to the Grade 11-12 CCLS Writing Standards.

Text 4

RFID Consumer Applications and Benefits

...One of the first consumer applications of RFID was automated toll collection systems, which were introduced in the late 1980s and caught on in the 1990s. An active transponder is typically placed on a car's or truck's windshield. When the car reaches the tollbooth, a reader at the booth sends out a signal that wakes up the transponder on the windshield, which then reflects back a unique ID to the reader at the booth. The ID is associated with an account opened by the car owner, who is billed by the toll authority. Consumers spend less time fumbling for change or waiting on lines to pay their toll fee.

In the late 1990s, ExxonMobil (then just Mobil) introduced Speedpass, an RFID system that allows drivers who have opened an account to pay for gas automatically. Drivers are given a small, passive 13.56 MHz transponder in a small wand or fob that can be put on a key chain. To pay for gas, they just wave the key fob by a reader built into the gas pump. Seven million people in the United States use the system, and it has increased the number of cars each gas station can serve during rush periods. ...

RFID has other consumer applications, besides being a convenient payment system. One is the recovery of lost or stolen items. A company called Snagg in Palo Alto, Calif., has created an electronic registry for musical instruments. It provides an RFID tag that can be affixed to a classic guitar or priceless violin and keeps a record of the serial number in the tag. If the instrument is recovered by the police after being lost or stolen, they can call Snagg, which can look up the rightful owner. ...

Merloni Elettrodomestici, an Italian appliance maker, has created a smart washing machine. When you drop your clothes in the machine, an RFID reader in the appliance can read the tags in the clothes (if your clothes have tags) and wash the clothes based on instructions written to the tag.

Whether smart appliances with RFID readers catch on depends on how long it takes for RFID tags to become cheap enough to be put into packaging for items. It also depends on whether consumers find RFID-enabled products convenient enough to accept the potential invasion of privacy that comes with having RFID tags in products. But RFID will certainly have a positive impact on people's lives in less direct ways.

One area of importance is product recalls. Today, companies often need to recall all tires, meat or drugs if there is a problem to ensure people's safety. But they can never be sure they recovered all the bad goods that were released into the supply chain. With RFID, companies will be able to know exactly which items are bad and trace those through to stores. Customers that register their products could be contacted individually to ensure they know something they bought has been recalled. ...

And RFID should enable consumers to get more information about the products they want to purchase, such as when the items were made, where, whether they are under warranty and so on. When RFID tags are eventually put on the packaging of individual products, consumers will be able to read the tag with a reader embedded in a cell phone or connected to a computer and download data from a Web site. They'll be able to learn, for example, whether the steak they are about to buy is from an animal that was raised organically in the United States. Some companies will be reluctant to share this information, but smart companies will provide it to their customers to build trust and loyalty.

45 RFID could also have an [sic] positive impact on our environment by greatly reducing waste. The main reason many companies want to use RFID is to better match supply and demand and to make sure that products are where they are supposed to be. If successful, there should be fewer products that are thrown away because no one wants to buy them or they pass their sell-by date (it's estimated that 50 percent of all food harvested in the United States is never eaten).

50 RFID tags could also help improve our environment by identifying hazardous materials that should not be dumped in landfills. One day, robots at landfills might be equipped with RFID tags, and they might be able to quickly sort through garbage to locate batteries and other items that contain toxic materials. ...

—Bob Violino

excerpted

<http://www.rfidjournal.com>. January 16, 2005

Commentary On Text Complexity

Text : RFID Consumer Applications and Benefits: Informational
(756 words)

Quantitative Analysis

ATOS: 11.4 (11th-CCR); DRP: 66 (9th-10th); Flesch-Kincaid: 11.1 (9th-CCR); LEXILE: 1340 (11th-CCR);

Qualitative Analysis

The text is an article from a website that discusses how RFIDs can improve the consumers' shopping experiences as well as company production. The text offers a clear argument in favor of the use of RFID technology in people's lives. Each paragraph is dedicated to a particular use or benefit of the technology. In lines 25 and 26, the author recognizes that privacy invasion could be an issue and might slow down the adoption of the technology. This counterclaim particularly helps clarify the primary issue for readers – the tension between convenience and privacy when it comes to the use of data collection on people's lives.

Justification/Summary

Taken as a whole, the quantitative measures place this text appropriately in the 9th- CCR grade band due to its sentence structure, syntax, and vocabulary use. However, the text includes a clear argument and rich, supporting details on the topic, making it accessible and appropriate for the development of a response aligned to the Grade 11-12 CCLS Writing Standards.

Anchor Paper – Part 2 – Level 6 – A

The world we are living in is changing around us. The individual is no longer the most important unit of society. We are being turned into a collective, in no small part due to the startling disregard for privacy today. Technology is changing, allowing companies and other interests, big and small, to track our location and mine information, all without our consent. There should be a limit to what these entities can gather on us. The invasion of our lives is simply not worth the ^{apparent} benefits.-

Cell phones today are a huge source of information for companies seeking to market to us. Not only can companies purchase information about our appearance and interests, but the locations we visit as well (Text 1, lines 4, 9-10). First of all, this comes off as astonishing, even somewhat "creepy" (Text 1, line 10). To think that technology reduces our privacy to near zero, that we are never entirely alone, is potentially terrifying. In addition, collecting this information does not require explicit permission from the subject (Text 1, lines 20-22). Not only can these companies collect personal information, they do so in a way that is essentially hidden from the consumer. There are ways to be notified of privacy policies and to even opt out, but the legal language and fine print used make them very difficult to understand (Text 1, lines 20-21). Why should consumers be required to make such an effort in the name of privacy?

Perhaps an even more startling case of consumer tracking technology is the Eye See, a store mannequin that sees what customers look like and where they go in the store (Text 2, lines 1-5). In this instance a well known and well established piece of advertising collects information about us without our knowledge. It cannot discriminate between a willing participant and a person who desires his/her privacy. The very

Anchor Paper – Part 2 – Level 6 – A

nature of this technology makes it an enemy to privacy. The companies using these mannequins would argue that they are trying to "personally tailor the shopping experience" to their customers (Text 2, lines 5-6). However, the way it allows companies to categorize people is wrong. Since it can only see you, the Eye See must make assumptions based on appearance. Have we not tried to move away from stereotypes and generalizations? These mannequins now promote such practices, turning customers into nothing more than cattle, who are expected to follow the group.

Finally, an already relatively common device can do what the previous two technologies can do and more. RFIDs, or Radio Frequency Information Devices, can collect location data as well as store certain pieces of information about a product or other subject (Text 3, lines 9-11). The use of these devices is credited with having positive environmental and safety impacts. They can, hypothetically, help with regarding efforts and food or product recalls (Text 3, lines 9-11, 22, 27). Unlike other technologies, however, the very nature of RFIDs prevents the user from opting out entirely, since radio waves cannot discriminate. This opens up an entirely new level of privacy invasion. Not only are products within sight fair game for companies ^{intrusion}, but RFIDs can also be read from inside otherwise private places, like homes or purses (Text 3, lines 41-48). While this is generally distasteful, it is also an invasion of privacy by law. With this knowledge, it should be entirely possible to limit RFIDs either through compromise with manufacturers or by requiring the consumer's consent to even have one installed.

No benefit or potential upside to data mining technology should be worth a complete invasion of privacy. Consumers, who are

Anchor Paper – Part 2 – Level 6 – A

largely unaware of this invasion, should be informed and presented with easy ways to opt out. Technology has progressed so quickly that we must be careful with what we accept.

Anchor Level 6-A

The essay introduces a precise and insightful claim, as directed by the task (*Technology is changing, allowing companies and other interests ... to track our location and mine information, all without our consent. There should be a limit to what these entities can gather on us*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from the alternate or opposing claims (*The use of these devices is credited with having positive environmental and safety impacts and Unlike other technologies, however, the very nature of RFIDs prevents the user from opting out entirely, since radio waves cannot discriminate*). The essay presents ideas fully and thoughtfully (*In this instance a well known and well established piece of advertising collects information about us without our knowledge. It cannot discriminate between a willing participant and a person who desires his/her privacy*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*collecting this information does not require explicit permission from the subject and Not only are products within sight fair game for companies' intrusion, but RFIDs can also be read from inside otherwise private places, like homes or purses*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 2, lines 5-6*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, by first identifying tracking technology as an *invasion of our lives*, then analyzing the supposed benefits and potential risks of different methods of tracking and collection of personal data, and concluding with the reiteration of the claim (*No benefit or potential upside to data mining technology should be worth a complete invasion of privacy*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Not only can these companies collect personal information, they do so in a way that is essentially hidden from the consumer*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Anchor Paper – Part 2 – Level 6 – B

In today's world companies have ways of marketing their products to specific people. Companies do this by using information gained by tracking consumers while they shop, browse the web, or even use their phones. Such tracking is often performed without consumers being aware that it is occurring and without permission from the consumers for it to be done. Such tracking is definitely an invasion of a person's right to privacy. If informal consent were obtained from people, companies would be able to track those who have voluntarily suspended their privacy rights. Otherwise, companies should not be allowed to track consumers' shopping or other preferences without their permission.

Today's consumers often have access to cell phones, ipods, and computers. While using such devices, people are being tracked, especially since a "data trail is worth big money" to those who can supply information about "people's habits, ages, genders, and locations to companies (Text 1, lines 8-9). A major supplier of such information is a cell phone company. In fact, "all of the major cell phone carriers admit to collecting information about its customers" (Text 1 lines 17). While downloading apps onto phones, accessing the internet, using GPS, or even just making calls and accepting updates, users are "technically" giving consent to be tracked when they accept terms and conditions without reading them carefully or do not pay full attention to privacy policies. Tracking information is often supplied in fine print, and long, drawn out documents typically do not state that "cookies" will be put on the consumers' devices. Is transparency lacking? At least it appears to be hidden.

Moreover, consumers may not even have the opportunity to know that they are being tracked. Some high-end boutiques are starting to buy mannequins equipped with cameras that employ "facial recognition

Anchor Paper – Part 2 – Level 6 – B

technology" (Text 2 lines 3). While to the companies, it may seem like a great idea to know who frequent their establishments and what they do while there, the recording of people without their permission or sometimes even knowledge is definitely an invasion of privacy. Businesses, however, justify such surveillance as necessary "to personally tailor the shopping experience to those coming in and out of their stores" (Text 2 lines 5-6). That may make some customer happy, but many will not want their personal information, with pictures, stored in a database available to third parties. The manufacturer of the surveillance mannequins is now working on the development of mannequins' "ears" a hearing feature which would further challenge the expectation of privacy.

Shoppers, however, are not just threatened by mannequins. They are also at the mercy of Radio Frequency Identification Devices or RFIDs, as they are called, that track and collect data through tags (Text 3 lines 1-3). Then "a reader extracts and processes the information on the tag" (Text 3 line 3). In truth, a tag is a wireless barcode that does not possess some of the limitations of regular barcode. RFIDs can be read through solid objects and can supply "a different barcode sequence" (Text 3 lines 7-8) for each individual item. Eventually companies hope to move all their products to RFIDs and eliminate check out lines by having everything charged. This would definitely save time and reduce shoplifting (Text 3 line 32); but RFIDs go home with consumers, and the home may not still be a "private place" when "an active RFID tag enters the home" (Text 3 line 46).

In today's world of cell phones, computers, hand held devices, surveillance systems, and RFIDs, companies are continually seeking new ways to market products specific to consumers. This is their right. However, the practices they employ must respect the privacy rights of consumers. Companies should not be allowed to track consumers' shopping or other preferences without their permission and this permission must be gained openly and not be a product of fine print.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task, stating that companies who obtain *informed consent ... would be able to track those who have voluntarily suspended their privacy rights*, but without such consent *companies should not be allowed to track consumers' shopping or other preferences*. The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims, recognizing that companies have the right to seek information needed to *market products specific to consumers*, but in doing so they *must respect the privacy rights of consumers*. The essay presents ideas fully and thoughtfully, stating that *companies have ways of marketing their products and do so by using information gained by tracking consumers*, making highly effective use of a wide range of specific and relevant evidence to support analysis (“*all of the major cell phone carriers admit to collecting information about its customers*”; *Some high-end boutiques are starting to buy mannequins equipped with cameras; In truth, a tag is a wireless barcode*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 1, lines 8–9*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, recognizing the major sources of tracking information (*cell phones, computers, hand-held devices, surveillance systems, and RFIDs*), devoting each body paragraph to a tracking source (*cell phones, store surveillance, and RFIDs*), and discussing how each source infringes on the privacy rights of consumers. The essay establishes and maintains a formal style, using fluent and precise language (*Is transparency lacking? At least it appears to be hidden*), and sound structure. The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Companies should be permitted to have access to consumer's spending without their permission. The companies may seem like they are invading their privacy, but they are simply finding better and more efficient ways to help their consumers and profit their business. Tracking consumer spending will help small businesses grow, make the lives of the buyers easier, and improve the environment.

Despite popular belief in the invasion of privacy, companies in today's society do not aim to intrude your space just to ~~ever~~ personally know you. Companies track your spending and history to help ~~them~~ their business grow. They do not care that you are going to a meeting, or cannot find your way to a place. Companies only check up on ^{consumer's} ~~you~~ history to find out what their interests are and how to advertise their products so that they fit those interests. Needless to say, businesses are in it for the money, and they "invade ~~the~~ consumer's privacy" to help profit and expand their company.

Moreover, the allowance to track consumer spending aids small businesses and helps them grow and succeed in the competitive business world today. EyeSee cameras in store mannequins allows stores to see the type of people that shop at their stores. The information that the cameras get allow marketing companies to "personally tailor the shopping experience to those coming in and out

of their stores." (Text 2, lines 5-6). By their perception of the customers, stores can change their approach to advertising their merchandise so that the buyers are more apt to spending. Stores may also rearrange their departments to fit the desires of ^{certain} the type of people that shop there, (Text 2). ~~Eye See~~ mannequins will increase consumer spending, and ultimately profit small businesses.

Furthermore, Radio Frequency Information Devices (RFID) makes the lives of people easier and more simplistic. ~~With~~ RFID cuts out wasted time looking for change or money at toll booths or at the gas stations. Companies such as EZ pass allow ~~for~~ drivers to breeze through toll booths without having to stop, get money out, and possibly wait for change. That is too slow in today's fast-paced world. Instead, RFID came up with this idea to speed up the time spent at the toll booth so that drivers can ~~get~~ to their destination quicker and faster (Text 4). In addition, RFID is used at gas stations. At the pump, consumers can wave a ~~key~~ RFID keychain to pay for their gas instead of pulling out a credit card or cash. These key chains also benefit the gas company by increasing the amount of cars served in times of immense traffic (Text 4). Another way RFID helps the lives of others is by tracking lost or stolen items. The active RFID tags can search and find any item that was misplaced or stolen

from them (Text 4). Nevertheless, RFID betters the lives of individuals by no longer wasting their time and finding something that belongs to them.

Additionally tracking consumer spending benefits the environment and people living on earth. RFID can track the life span of a coke can which^{then} can determine its whereabouts after the consumer drinks it. RFID can track whether the can was recycled or thrown out, and it can promote the use of recycling items such as cans instead of throwing them in garbage dumps (Text 3). Moreover, RFID cuts down on the amount of wasted food in America. By tracking consumer spending, the companies can more accurately meet the needs of supply and demand and cut down on the amount of food that was over produced, (Text 4). In addition, RFID can identifying certain objects that should not have been dumped in garbage dumps, and hopefully provide an easier way to sort those items from appropriate trash.

Companies should track consumer spending because it will aid business, make easier lives, and improve the environment. Despite belief in the invasion of privacy, looking at ~~the~~ buyers' history ~~is~~ proves to help the people of today's world, and the future generations.

Anchor Level 5–A

The essay introduces a precise and insightful claim, as directed by the task (*Tracking consumer spending will help small businesses grow, make the lives of their buyers easier, and improve the environment*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*The companies may seem like they are invading their privacy, but they are simply finding better and more efficient ways to help their consumers and profit their business*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*EyeSee cameras ... allows stores to see the type of people that shop at their stores; stores can change their approach to advertising their merchandise; RFID cuts out wasted time looking for change or money at toll booths or at the gas stations*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*"personally tailor the shopping experience to those coming in and out of their stores"* (*Text 2, lines 5–6*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by identifying three reasons why *companies should be permitted to have access to consumer's spending* in an introductory paragraph, and then supporting each reason with specific examples from the text in three separate body paragraphs, and concluding with a reiteration of the initial claim while refuting the counterclaim (*Despite belief in the invasion of privacy, looking at buyers' history proves to help the people of today's world*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*By tracking consumer spending, companies can more accurately meet the needs of supply and demand and cut down on the amount of food that was overproduced*). The essay demonstrates control of conventions, exhibiting occasional errors (*consumer's, cameras ... allows, ultimately profit*) only when using sophisticated language.

In most scenarios, consumers should not be tracked for the sole benefit of companies without permission. However, if the consumer does authorize its use by way of contract, companies should have every right to track them.

When people walk into stores to buy things they need, they do not expect to be watched in those stores solely for the things that they buy. People have known about security cameras for years, but those are high in the air, and primarily focused on keeping the store secure. With new technology such as the EyeSee camera and the widespread use of RFIDs~~and~~ barcodes, information about consumers is now passed directly to companies and advertisers without permission.

(Excerpt) The camera is installed in the eyes of mannequins, and allows
2. lines³⁵⁶ companies to see exactly what kind of people enter what store at what time. This, combined with RFID readers

(Excerpt) at entrances that have the ability to read state-issued ID cards, credit cards, and most product labels, allow companies to build databases about who buys their products the most and attempt to appeal to them. This complete invasion of privacy is instituted in a very public environment, and ~~is~~, among many others, ^{including myself} are uneasy about this. In other places, like the Internet, tracking technology like cookies combined with social networking allows many kinds of businesses and groups to build consumer and participant databases without authorization.

The government is a large offender of this, particularly the Democratic and Republican parties during the 2012 election.

(Excerpt 2, l. 41-43) Privacy is becoming more of an issue, even in the supposed seclusion of one's own home. Businesses

need to practice consumer authorization of some sort.

Those who do practice consumer authorization, however, still get flack for tracking consumers – specifically, cell phone companies. Businesses like Verizon and T-Mobile actually do tell customers exactly what they are monitoring – data usage, GPS usage, and other various things – because they sell these things and want to make them more efficient and profitable. However, customers still complain about data monitoring, even when they should have read contracts that companies had sent them.

(Excerpt I, lines 4-11) For those who complain that their bills are hard to decipher, a quick Google search should allow a user to read their contracts. Also, unlike retail stores and websites, cellphones are entirely optional, and if one company's policies are too invasive, there are many others. Cellphone companies rely on data monitoring, and since they tell customers what they are doing ahead of time, they should be allowed to. Consumers should understand how their technology works before they complain about how invasive it is, or even sign their name to a legal document to use it.

If privacy invasion is authorised by a consumer, businesses should be able to do so. In the much more prevalent case where consumers do NOT authorise corporate tracking, the technology should NOT be used, and the government needs to put a mandate on this. If the information regarding tracking is not shown to the public, tracking has no right to be instituted at all.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*In most scenarios, consumers should not be tracked for the sole benefit of companies without permission. However, if the consumer does authorize its use by way of contract, companies should have every right to track them*). The essay demonstrates a thorough analysis of the texts (*With new technology such as the EyeSee camera and the widespread use of RFIDs and barcodes and Consumers should understand how their technology works before they complain how invasive it is, or even sign their name to a legal document to use it*), as necessary to support the claim and to distinguish the claim from opposing claims. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*This, combined with RFID readers at entrances that have the ability to read State-issued ID cards, credit cards, and most product labels, allow companies to build databases about who buys their products the most and attempt to appeal to them*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Excerpt 2, lines 3–6*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, followed by two supporting paragraphs which address both the claim and counter claim, using specific examples from the text (*In other places, like the Internet, tracking technology like cookies combined with social networking allows many kinds of businesses and groups to build consumer and participant databases without authorization*), and concluding with a strong reiteration of the introductory claim (*If the information regarding tracking is not shown to the public, tracking has no right to be instituted at all*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*In the much more prevalent case where consumers do NOT authorise corporate tracking, the technology should Not be used, and the government needs to put a mandate on this*). The essay demonstrates control of the conventions, exhibiting occasional errors (*consumer ... them and flac*) only when using sophisticated language.

Throughout the years, new innovations in technology have enabled companies to develop a system to monitor goods, consumers and other objects of concern. These systems may ~~not~~ monitor ~~not~~ include cell phone usage, internet usage, the goods bought by consumers, or the places that people travel. In some cases this is seen as an invasion of privacy. However, ~~the~~ during the majority of the time this new technology can be seen as a benefit to both the people and the companies affected.

These new innovations in technology have a large impact on people. For example, cell phone companies monitor information about the distribution and usage of their products. ~~One customer~~ This made one customer feel uneasy and take extra measures to ensure the safety of her information; but if she doesn't have anything to hide then why bother. Most of the data collected is done without the people knowing anyways. In text 1, line 18 it is shown how the monitoring of information is beneficial to the customer because they can then receive ads based off of the data collected. This is not an invasion of privacy because the customers are notified in one

way or another. This same idea is seen with internet usage as every single website visited collects some sort of information about the usage of their sites. The monitoring of internet usage is also beneficial as the people may receive coupons based upon the businesses you travel to (text 2, line 33). Most items ~~things~~ that are tracked ~~are~~ only if the consumer makes a conscious ^{decision} to use something such as a credit card. (text 3, line 56). Tracking devices such as RFID tags [Radio Frequency Information Device] may not be seen as a threat to privacy because the manufacturers have distinct rules to follow depending on where the tag is located. ~~Overall, monitoring people devices are not an invasion of privacy and all of the benefits outweigh the drawbacks.~~ The RFID ~~tags~~ tags allow customers to gain knowledge of the items being purchased. (text 4, line 35) They also allow companies to track products and inform ~~custom~~ consumers about hazardous items and recalls. Overall monitoring devices are not an invasion of privacy and all of the benefits outweigh the drawbacks.

New innovations also have a great impact on companies. Sensors and hidden cameras can be used to monitor customers

within the stores. They can be used to collect information, monitor interests, and help change marketing depending on the data collected. ~~Companies should~~ (text 1, lines 20-21) Companies should⁹¹⁵ be able to do this tracking because it helps the environment by ~~ens~~ creating a system that wastes less product. (text 4, ~~BB~~ lines 50-51) Tracking and monitoring devices are convenient, ~~effie~~ efficient, and they help improve the functionality of ~~too~~ many businesses and companies. These are all valid reasons as to why tracking of consumers' shopping should be allowed.

In conclusion, companies should be allowed to track ~~to the~~ information about consumers and their buying habits as it is beneficial to all involved. The people may gain ads or coupons as a result of this and it may also help ensure their safety ~~agains~~ against hazards. The New technology has increased the efficiency of businesses and companies and makes it so that minimal product is wasted. Overall, new methods of consumer tracking should not be ~~com~~ considered intrusive.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*companies should be allowed to track information about consumers ... as it is beneficial to all involved*). The essay demonstrates a thorough analysis of the texts, as necessary to support the claim (*Throughout the years, new innovations in technology have enabled companies to develop a system to monitor goods, consumers and other objects of concern*) and to distinguish the claim from alternate or opposing claims (*In some cases this is seen as an invasion of privacy. However ... this new technology can be seen as a benefit to both the people and the companies effected*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Tracking devices such as RFID tags ... may not be seen as a threat to privacy because the manufacturers have distinct rules to follow*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 1, line 18 it is shown how*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by first introducing the claim, then identifying the benefits of technology on consumers, followed by the benefits of technology on business, and concluding that *new technology has increased the efficiency of businesses and companies and ... should not be considered intrusive*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Overall, monitoring devices are not an invasion of privacy and all of the benefits outweigh the drawbacks*). The essay demonstrates partial control, exhibiting occasional errors (*effected* for “affected,” *recieve*, *convienient*, *efficiency*) that do not hinder comprehension.

Companies should not be permitted to track consumers' shopping and other activities without their ~~per~~ consent. Without informing people of new tracking devices and methods and letting them decide, people's privacy is invaded companies invade people's personal privacy. Although some people may argue that tracking systems help companies and individuals, doing so with their people's permission is not right.

When companies do not inform and ~~get~~ ^{recognize} the opinion of their consumers, people become oblivious, uneducated, and invaded. Most companies use tracking devices for personal and financial benefits. Cell phone companies track information ~~for personal reasons~~ in order to ~~target~~ ^(text 2, lines 10-11) specific products that are most popular among buyers. Similarly, many stores place cameras on their mannequins to pin point the most commonly sold items. ^(text 2, lines 17-18) The Almax SpA mannequin company is working to add "ears" to mannequins to listen to people's comments about products. ^(text 2, line 15) As a result of these selfish habits, companies invade people's privacy and make them oblivious and uneducated. People are unaware of the hidden cameras and audio devices and unaware that their cell phone companies can track what apps they have bought and where they have traveled. Unlike other tracking devices, RFID, ~~are~~ devices that track solid objects, are not used solely for selfish reasons. They still invade people's privacy, though.

People are unaware that companies know their identities through the products they purchase ^(text 3, lines 15-16). Cell phone companies, Facebook, Twitter, and most other websites track some information ~~and about each person and store it away~~. Additionally, some companies take photos of people walking in their stores without their permission. It is wrong to track people and the things they buy without their agreement. ^(text 2, lines 31-32)

Anchor Paper – Part 2 – Level 4 – A

Although some people may argue that companies' tracking can benefit the ~~worther~~ society as a whole, I strongly believe that people would feel offended and invaded if they knew the ~~air~~ companies' tactics. Many people see the use of tracking devices as beneficial to the community environmentally, and ^{as} helpful to save time. Radio Frequency Information Devices are, efficient in toll collection systems (text 4, line 4) and when people need to locate lost or stolen items (text 4, line 15), but ultimately invade people's space and identity. They are efficient but only fair with the consent of the people using them.

Ultimately, companies should not be allowed to track ~~buyers'~~ activity without their permission. Even though some companies ~~people~~ argue that tracking techniques benefit their businesses and their consumers, ~~invading~~ doing so without people's permission is simply an invasion of privacy.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*Companies should not be permitted to track consumers' shopping and other activities without their consent*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Although some people may argue that tracking systems help companies and individuals, doing so with people's permission is not right*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*People are unaware of the hidden cameras and audio devices and unaware that their cell phone companies can track what apps they have bought and where they have traveled*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 3, lines 15-16*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, one paragraph that supports the claim, one paragraph that addresses the counterclaim, and concludes with a reaffirmation of the original claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Most companies use tracking devices for personal and financial benefits*). The essay demonstrates control of the conventions, exhibiting occasional errors (*camaras, efficient but, buyers' activity ... their*) only when using sophisticated language.

Technology has made major improvements all over the world, However these improvements have made it much easier for companies to track consumers without their permission. In my opinion I believe the tracking of a customer's habits and observations is an invasion of privacy. I do not agree with modern companies today who believe tracking consumers is right. Modern day companies are always looking for a way to profit off the customer.

In Text 1 it is demonstrated how cell phone providers are invading customer privacy by monitoring every app you download, search or text you make, or drive by a store with your GPS still on (Lines 1-2). In my opinion it is strange to know that a company is tracking everything I do. Some customers have no idea they are being tracked and are shocked when they find out. I agree with Harrine Freeman in Line 16 when she also claims it is an invasion of privacy. According to Lines 9 - 10 in text 1 Details about your habits, age, and gender are all compiled and sold to third party companies. Third party companies would pay for this information because it could potentially impact them in a positive way.

People who do not want to be tracked have to go out of their way which can sometimes be

'inconvenient to some people (Line 22-23) Text 1.

Text 2 ~~talks~~ talks about how in some places you are being watched while you shop. In my opinion having mannequins observe you while you shop is creepy to consumers. Some people prefer not to be photographed without permission before hand. In Lines 14-16 of Text 2 it talks about improvements to the mannequins by adding ears to them. This is a bad idea because of all the potential information the mannequins can also hear if the customer is having a private conversation with someone they trust. You no longer have to be in front of a computer for your information to be tracked as it said in lines 28-30 of Text 2.

In text 3 it tells how RFID tags can track everything you purchase and also monitor the products journey to see where it ends up (Lines 16-19). The RFID tags can also identify the person who bought each of these items. In my opinion this makes a person not trust companies that can not thrive without the support of its customers.

Lastley I believe tracking consumer habits is a major invasion of privacy which can result in consumer information being released to other companies. It can also cause a person not to feel safe whenever they buy something from a company that

Anchor Paper – Part 2 – Level 4 – B

does so. The major goal of a company is for a customer to buy its products but if a customer does not trust the company that can be hard.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*I believe the tracking of a customer's habits and observations is an invasion of privacy*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*I do not agree with modern companies today who believe tracking consumers is right. Modern day companies are always looking for a way to profit off the customer*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*According to Lines 9-10 in text 1 Details about your habits, age, and gender are all compiled and sold to third party companies*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*In Text 1 ... (Lines 1-2) and (Lines 22-23) Text 1*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that states the claim, three body paragraphs, each of which focuses on a separate text to support the claim, and concluding with a reaffirmation of the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Some customers have no idea they are being tracked and are shocked when they find out*). The essay demonstrates partial control, exhibiting occasional errors (*world, However these; opinion I; maniquinns; photografted; customer ... they; products but*) that do not hinder comprehension.

Should companies be allowed to track consumers' shopping or other preferences without their permission? Many people can see that companies monitoring them is a bit invasive, but it is beneficial in many ways. Companies should be allowed to track consumers' shopping or other preferences. It can benefit the company as well as the consumer and the environment. Everyone goes shopping and has cell phones these days so this issue has become important.

Many people feel that being tracked by companies without giving permission is very invasive of one's privacy. The fact that just by using a cell phone or GPS companies can find out where the person has been, how long they were there, how often they visit that place and so on. This idea shown in text one does not sit right with people. They believe it is an invasion of privacy and overall creepy. Although some people may feel this way many others realize that it can be a good thing and very beneficial in a lot of ways.

People who don't mind having their personal preferences monitored are helping themselves, companies and the environment. Text one is all about cell phones and how carriers' that track the data trail from each customer. It is said that "The information is predominantly used as a marketing tool so advertisers can target you with products or

Services that you are more likely to use or want." Not only is this helping the company, but the consumer is getting what they want. It helps to get ads that are relevant to that particular person.

Another reason that companies should be allowed to track consumer preferences is because it helps the consumers shopping become highly personal and much easier. Text two tells about mannequins with cameras for eyes that allow storekeepers to keep track of the age, gender and race of all their customers. This would personally tailor the shopping experiences of those coming in and out of the stores.

Also companies should be allowed to track this information because it can benefit the environment. Texts' 3 and 4 tell about Radio Frequency Information Devices. These RFIDs can be beneficial in many ways. They track food and drug purchases. If toxic things had been thrown out they can track where to make less pollution. This helps the environment.

Companies should be allowed to track consumer products.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*Companies should be allowed to track consumers' shoppor or other preferences*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Many people can see that companies monitoring them is abit invasive, but it is beneficial in many ways*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*The fact that just by using a cell phone or GPS companies can find out where the person has been and Text two tells about mannequins with cameras for eyes that allow storekeepers to keep track ... of all their customers*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text one is all about, It is said that "The, Texts' 3 and 4 tell about*). The essay exhibits acceptable organization of ideas and information to create a coherent essay starting with an introductory paragraph that states the claim of companies being *allowed to track consumers'*, next stating the opposing argument, then providing three additional body paragraphs each supporting the claim, and concluding by restating the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*It can benefit the company as well as the consumer and the environment and It helps to gets ads that are relevant to that particular person*). The essay demonstrates partial control, exhibiting occasional errors (*shoppor, Although some people may feel this way many others, carriers', It is said that "The*) that do not hinder comprehension.

Companies tracking people can invade someone's personal privacy. Tracking can also be beneficial to people's lives. It can make a person's life easier and convenient. In text 2, text 3 and text 4 can prove this true.

In text 2 it states, "This information is then used to personally tailor the shopping experience to those coming in and out of their stores." Company owners are using the data they gather to make their company better for the shoppers. The company owner will make their company fit the buyers so that the buyers can come back. This is a smart choice business owners use to make their companies fulfill the customers desires.

In text 3, line 32, "...thereby simultaneously increasing efficiency and possibly reducing shoplifting." The Radio Frequency Information Device (RFID) is even trying to improve the safety of the environment. RFID wants to stop shoplifting by trying to make the ^{RFID} scan the tags of the items you the buyer customer would like to purchase on their way exiting out the store. The ~~RFID~~ is trying to make people's lives easier.

Finally in text 4 lines 20-23 ~~Merloni Elettrodomestici made a mass washer machine that can read the tags on your~~

Anchor Paper – Part 2 – Level 3 – A

the clothing. The washer machine washes the clothes ~~as~~ the tag says. This washer machine will make doing laundry easier. Everyone will want to get ~~this~~ the washer machine to make their life easier.

The ~~is~~ devices companies are using to gather information about the consumers are making the life's of consumers easier. Tracking can be creepy as said in text 1 line 13 but can benefit someone's life.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task stating that tracking *can make a person's life easier and can be convenient*. The essay demonstrates some analysis of the texts, connecting the idea that *company owners are using the data they gather to make their company better for the shoppers*, but insufficiently distinguishes the claim from alternate or opposing claims, only mentioning that *companies tracking people can invade someone's personal privacy*. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*This washer machine will make doing laundry easier*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 2 it states*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with a clearly stated introductory paragraph, three body paragraphs, and a conclusion. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*The company owner will make their company fit the buyers so that the buyers can come back*). The essay demonstrates partial control, exhibiting occasional errors (*beneficual, buissness, costumer ... their way*) that do not hinder comprehension.

Companies should be able to track consumers's shopping or other preferences without their permission. This debate has been argued many times. Many people say that it is ~~bad~~ because it helps the company while others say it takes away your privacy. I am going to tell you why it should be allowed.

Companies should be allowed to track consumers's shopping or preferences without their permission. In text 1 lines 2-3 it says, "Every time you download an app, search for a website, send a text, snap a QR code or drive to a store with your GPS on, you are being tracked by your cell phone company." In this quote it clearly says, "...with your GPS on," meaning it's the decision of the consumer to turn it on or off to either be tracked or prevent tracking. This shows that the reality is that you have the option and cannot consider it an invasion of privacy if you control that privacy. It's like trying to sue a movie theater for going to a movie you don't like when there was another one playing that you would have prefered seeing. I also think they should be allowed to track you because it helps society and the world be more conscious of consumer needs and wants. If companies only made what they thought they needed instead of finding out what the consumer needs and wants are, they wouldn't be successful. Being tracked seems like an invasion of privacy, but when you consider that it benefits companies in their production and consumers have the option of controlling it, then it can't be considered bad. Also, things we tend to do and use are not necessarily

ours to determine how companies use them to do business. If we're online and research on Google, then it's Google's search engine to decide if they want to make it more usable to people and how they can do that. If we call someone on our cell phone, then the cell phone company should be able to determine who is using their network and how. Unless someone is a criminal and trying to hide something, there is no reason to be scared of tracking. In fact, lines 20-21 even indicate that companies even indicate that they track preferences ~~and~~ ^{something} and how the information is used, "but critics say the notices are often hard to understand and written in fine print." Who cares? The point is that it's still there in print and the user should be responsible for reading it. And if you don't feel okay with it, then don't use it.

Another example of how tracking can not only help a company, but can also help a consumer appears in the passage "Eye See You". In lines 7-10 of this passage it says, "a clothes introduced a children's line after the dummy showed that kids made up more than half its mid-afternoon traffic ... prompting it to place Chinese-speaking staff members by the entrance." They basically put cameras in the mannequins to see who shops at their stores and made adjustments to meet their customers' needs. The makers of these mannequins also want to put microphones to hear what people say about the clothing. The companies want to succeed, so it's good for the company but ~~for~~ people also want

Anchor Paper – Part 2 – Level 3 – B

to be happy with their shopping experience. Anything the company can do to make this happen, even if it involves listening to what we say about their products can only benefit us as consumers. People often complain that they want their voices heard; this is one way to make that happen.

Companies should be able to track consumers's shopping or other preferences without their permission. It can only benefit the company, the consumer and make us happier.

Anchor Level 3-B

The essay introduces a precise claim, as directed by the task (*Companies should be able to track consumers's shopping or other preferences without their permissions ... because it helps society and the world be more conscious of consumer needs and wants*) and demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Being hacked seems like an invasion of privacy ... it can't be considered bad*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*In text 1 lines 2-3 it says ... meaning it's the decision of the consumer ... to either be tracked or prevent tracking and they basically put cameras in the mannequins ... to meet their customer's needs*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 1 lines 2-3 and lines 20-21*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that introduces the claim and addresses a counter claim (*it helps the company while others say it takes away your privacy*), one paragraph that focuses on the consumer's responsibility when dealing with tracking, one paragraph that explains the consumer and company benefits of tracking, and a conclusion that reiterates the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Unless someone is a criminal ... there is no reason to be scared of tracking*). The essay demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (*consumers's; on or off to either; to do and use are ... how companies use them; company, but; companies ... company*). The essay must be scored no higher than a Level 3 since it addresses fewer than the three texts required.

There are a lot of purchasing, phone apps, downloading and many more in the world we live today. Technology improves and helps us everyday. Technology have advance to a point where us the consumers can be tracked.

Should companies be allowed to track consumers shopping or other preferences without their permission? I disagree. I don't believe in any company ^{should any consumer} track ~~any consumer~~ for anything.

In text 1 states "When you download an app, search for a website, send a text or drive by a store with your GPS on you are being tracked by your cell phone." This quote goes with my claim because as a consumer myself I would want to be wirelessly tracked, how could I feel safe when some company has my information.

In text 2 states "According to Washington Post, mannequins in some of the high end boutiques are now being outfitted with cameras that utilize facial recognition technology." This quote goes with my claim because as a shopper I wouldn't want my photo to be taken. In text 2 it states the reason why they want to have cameras, ~~it's~~ to show the store owners who is going in and out of their store so they can improve business ~~by~~ by age, gender, and ethnicity.

Anchor Paper – Part 2 – Level 3 – C

In text 3 states the use of [Radio frequency information Device] (RFID). This technology is an automatic identification System that identifies Objects, collects data and transmits information about the object through a tag. For example if text 3, ~~the Coca-Cola Company~~ can have ~~the~~ information of any can, to the purchase from the Store ^{even} to the garbage dump. RFID's can tell ~~the~~ the Companies what you bought, what you have in your house and its wrong, your house Shouldn't be monitor, your house ~~should~~ ~~be~~ ~~a~~ ~~private~~ should always be consider a private place.

Should Companies be allowed to track consumers Shopping or other preferences without their permission? I disagree I dont believe in any company Should track any consumer for anything.

Anchor Level 3-C

The essay introduces a reasonable claim, as directed by the task (*I dont believe in any company should track any consumer for anything*). The essay demonstrates some analysis of the texts (*This quote goes with my claim because as a shopper I wouldnt want my photo to be taken*), but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*For example in text 3, the Coca-Cola Company can have the information of any can, to the purchase from the store even to the garbage dump*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by not including line numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay which includes an introduction, three body paragraphs, and a brief concluding paragraph that restates the claim (*I disagree I dont believe in any company should track any consumer for anything*). The essay establishes but fails to maintain a formal style (*how could I feel safe when some company have my information*), using primarily basic language and structure. The essay demonstrates a lack of control, exhibiting frequent errors (*purchaseing, us the consumers, dont, wouldnt, some company have my information, enithicy, should always be consider*) that make comprehension difficult.

Anchor Paper – Part 2 – Level 2 – A

Companies in todays society should be able to track consumers shoppings or other preferences without there permission to a degree. For the company and also the consumers safety. They should be able to do stuff like putting up a camra up in the store but dont you think todays technology is taking it way to far?

Almost everyone have smart phones in todays society it makes everything alot easier — but are they sure of the consequences. Everytime you download an app search for a website send a text snap a QR code or drive by a store with your GPS on you are being tracked by your cell phone company (text 1 line 1-3) If you want to go shopping, you have to look out for those mannequins because they have Facial recognition technology. They claim that its for the consumers benafits so its easier to track what you like — what happened to actually talking to the shoppers, having a face to face talk?

Anchor Level 2-A

The essay introduces a claim (*For the company and also the consumers safety. They should be able to do stuff like putting up a camra up in the store but dont you think todays technology is taking it way to far*). The essay demonstrates unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims (*Companies in todays society should be able to track consumers shoppings or other preferences without there permission to a degree*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*If you want to go shopping, you have to look out for those mannequins because they have facial recognition technology*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by citing correctly only one text and alluding to a second text. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by using an introductory paragraph and one other paragraph that ends abruptly. The essay lacks a formal style (*They should be able to do stuff and what happened to actually talking to the shoppers, having a face to face talk*), using some language that is imprecise. The essay demonstrates a lack of control, exhibiting frequent errors (*todays, without there permission to a degree, camra, its for “it’s,”benafits*) that make comprehension difficult.

Anchor Paper – Part 2 – Level 2 – B

As explained in text 1 Cell Phone companys are tracking where people go through use of GPS. I feel uncomfortable to know my Cell Phone Company know where I am at all times I want to have a private life.

Companys also know who is coming into there stores through the use of maniqins with camras. I feel this is invasion of privacy because I would not want a store to know who I am or what I look like.

Companys also invade peoples privacy through RFID's. They can know who you are through RFID's and that isn't fair

Anchor Level 2-B

The essay introduces a claim (*I feel uncomfortable to know my Cell Phone company know where I am at all times*). The essay demonstrates an unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims (*I feel this is invasion of privacy because I would not want a store to know who I am or what I look like*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*companys also know who is coming into there stores through the use of maniqins with camras and They can know who you are through RFID's and that isn't fair*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes or paraphrased material by not including line numbers (*As explained in text 1*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by introducing a claim about being tracked by companies, then stating how a company uses *maniqins with camras* to invade a person's privacy and concluding by briefly mentioning *RFID's* as an invasion of privacy but offering no explanation. The essay lacks a formal style, using some language that is imprecise (*I want to have a private life*). The essay demonstrates a lack of control, exhibiting frequent errors (*Cell Phone company, maniqins, peoples, RFID's*) that make comprehension difficult.

I have read much of these articles so I can argue this. These major companies do spy on us every single day. Every day we turn on our cellphones, cars, computers, ipods, etc... We are being watched. Just reading these excerpts makes me a paranoid and now I feel like I need to be more careful. The question is though, is it right for companies to do this? The answer to this question in my honest opinion, is yes. I say yes for one reason and one reason alone National Security.

For reasons that may invade privacy, companies do have the right to follow your internet footprint. They have special devices out there in cell phone cameras, coffee shop wi-fi systems, any where that has a electronic connection through the internet is constantly following people, but that feasibility necessary. It doesn't seem creepy that companies are collecting all this information about consumers "(Text 1)", this person is right. It's a dog eat dog world and as long as that's all the companies are doing it's ok. Collecting all this info can also separate the good from the bad. That's what I think you can choose to accept or reject but if it's for the greater good than it's cool with it.

Anchor Level 2–C

The essay introduces a claim that *I say yes for one reason and one reason alone, National Security*. The essay demonstrates unclear analysis of the texts (*Collecting all this info can also sepaerate the good from the bad*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts citing one direct quote by text number [*"It doesn't seem creepy that companies are collecting all this information about consumers"* (*Text 1*)]. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, introducing a claim (*The question is though, is it right for companies to do this? The answer ... is yes*) that is not supported with text evidence, and concluding with an opinion (*That's what I think and you can choose to accept or ressit*). The essay lacks a formal style, using some language that is inappropriate (*dog eat dog world and i'm cool with it*). The essay demonstrates a lack of control, exhibiting frequent errors (*etc ... we; opinion, is; doing it's; sepaerate; ressit; i'm*) that make comprehension difficult.

Anchor Paper – Part 2 – Level 1 – A

Companies Should be allowed to track consumers shopping or other preferences. If someone make a suspicious purchase, then companies should be allowed to track their merchandise. However, if the companies are tracking merchandise without any suspicion then companies should not be allowed to track their merchandise. It's all about whether the purchase raises reasonable suspicion.

According to Text 3, There is a device called RFID which is an abbreviation for Radio Frequency information Device. It is a technology that works as an identification system that identifies objects, collects data, and transmits information about the object when it's tagged.

Anchor Level 1-A

The essay introduces a claim (*Companies should be allowed to track consumers shopping or other preferences*) but does not demonstrate analysis of the texts. The essay presents little evidence from the texts and makes reference to one text only (*According to Text 3*). The essay exhibits little organization of ideas and information including a second paragraph primarily copied or paraphrased from Text 3. The essay is minimal, making assessment of conventions unreliable.

Anchor Paper – Part 2 – Level 1 – B

According to Passage 1
IS ABOUT HOW the technology
are changing. Everytime we
Download A APP In Our Phone
they send A text message telling
what IS the APP About.

Scan a QR Code or drive by a
place with your GPS ON, people
can know where you are driving
and where you are located

Anchor Level 1-B

The essay does not introduce a claim or demonstrate analysis of the texts. The essay presents little evidence from the text, only citing Passage I (*According to Passage I Is About How*). The essay exhibits little organization of ideas and information. The essay is minimal, making assessment of the conventions unreliable.

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 19 and 20 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to

- Identify a central idea in the text
- Analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Commentary on the Task:

CCCS Alignment: RI.11-12.1-6, 10; W.11-12.2, 4, 9; L.11-12.1-6

The writing task asks students to read one text and write an expository response, identifying a central idea and analyzing a writing strategy that supports a central idea.

Reading: In reading the assigned text, students must identify not only a central idea of the text, but also how the author crafts the ideas by using specific vocabulary, structure, or other literary techniques (e.g. characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.).

Writing: The task asks students to produce a piece of writing that identifies a central idea and how a writing strategy develops this idea. The response should be clearly organized and draw on specific examples from the text to support claims.

Language: The writing task asks students to use formal and objective language. Students are required to write in accordance with formal writing conventions including grammatical structure and proper spelling.

There is no single “correct” response, but rather responses that are defensible, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions to defend their claims.

This task measures RI.11-12.1-6 and RI.11-12.10 because it asks students to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine a central idea of a text, including how ideas within and across texts interact and build on one another.
- Analyze a complex set of ideas and events.
- Determine the meanings of words and phrases as they are used in texts, including figurative, connotative and technical meanings.
- Analyze the effectiveness of the author’s structure and logic of evidence.
- Determine the author’s point of view on a particular issue.
- Read and comprehend literary nonfiction in the Grade 11th-CCR text complexity band.

This task measures W.11-12.2, W.11-12.4 and W.11-12.9 because it asks students to:

- Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from informational or literary texts to support analysis.

This task measures L.11-12.1-6 because it asks students to:

- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of

strategies.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading and writing.

Text

The following excerpt is from a speech delivered by suffragette Anna Howard Shaw in 1915.

... Now one of two things is true; either a Republic is a desirable form of government, or else it is not. If it is, then we should have it, if it is not then we ought not to pretend that we have it. We ought at least be true to our ideals, and the men of New York have for the first time in their lives, the rare opportunity on the second day of next November, of making the state truly a part of the Republic. It is the greatest opportunity which has ever come to the men of the state. They have never had so serious a problem to solve before, they will never have a more serious problem to solve in any future of our nation's life, and the thing that disturbs me more than anything else in connection with it is that so few people realize what a profound problem they have to solve on November 2. It is not merely a trifling matter; it is not a little thing that does not concern the state, it is the most vital problem we could have, and any man who goes to the polls on the second day of next November without thoroughly informing himself in regard to this subject is unworthy to be a citizen of this state, and unfit to cast a ballot.

If woman's suffrage¹ is wrong, it is a great wrong; if it is right, it is a profound and fundamental principle, and we all know, if we know what a Republic is, that it is the fundamental principle upon which a Republic must rise. Let us see where we are as a people; how we act here and what we think we are. The difficulty with the men of this country is that they are so consistent in their inconsistency that they are not aware of having been inconsistent; because their consistency has been so continuous and their inconsistency so consecutive that it has never been broken, from the beginning of our Nation's life to the present time. If we trace our history back we will find that from the very dawn of our existence as a people, men have been imbued² with a spirit and a vision more lofty than they have been able to live; they have been led by visions of the sublimest³ truth, both in regard to religion and in regard to government that ever inspired the souls of men from the time the Puritans left the old world to come to this country, led by the Divine ideal which is the sublimest and the supremest ideal in religious freedom which men have ever known, the theory that a man has a right to worship God according to the dictates of his own conscience, without the intervention⁴ of any other man or any other group of men. And it was this theory, this vision of the right of the human soul which led men first to the shores of this country. . . .

Now what is a Republic? Take your dictionary, encyclopedia lexicon or anything else you like and look up the definition and you will find that a Republic is a form of government in which the laws are enacted by representatives elected by the people. Now when did the people of New York ever elect their own representatives? Never in the world. The men of New York have, and I grant you that men are people, admirable people, as far as they go, but they only go half way. There is still another half of the people who have not elected representatives, and you never read a definition of a Republic in which half of the people elect representatives to govern the whole of the people. That is an aristocracy and that is just what we are. We have been many kinds of aristocracies. We have been a hierarchy⁵ of church members, than an oligarchy⁶ of sex. . . .

¹suffrage — right to vote

²imbued — inspired

³sublimest — noblest

⁴intervention — interference

⁵hierarchy — order of authority

⁶oligarchy — rule by a few

Now I want to make this proposition, and I believe every man will accept it. Of course he will if he is intelligent. Whenever a Republic prescribes the qualifications as applying equally to all the citizens of the Republic, when the Republic says in order to vote, a citizen must be twenty-one years of age, it applies to all alike, there is no discrimination against any race or sex. When the government says that a citizen must be a native-born citizen or a naturalized citizen that applies to all; we are either born or naturalized, somehow or other we are here. Whenever the government says that a citizen, in order to vote, must be a resident of a community a certain length of time, and of the state a certain length of time and of the nation a certain length of time, that applies to all equally. There is no discrimination. We might go further and we might say that in order to vote the citizen must be able to read his ballot. We have not gone that far yet. We have been very careful of male ignorance in these United States. I was much interested, as perhaps many of you, in reading the Congressional Record this last winter over the debate over the immigration bill, and when that illiteracy clause was introduced into the immigration bill, what fear there was in the souls of men for fear we would do injustice to some of the people who might want to come to our shores, and I was much interested in the language in which the President vetoed the bill, when he declared that by inserting the clause we would keep out of our shores a large body of very excellent people. I could not help wondering then how it happens that male ignorance is so much less ignorant than female ignorance. When I hear people say that if women were permitted to vote a large body of ignorant people would vote, and therefore because an ignorant woman would vote, no intelligent women should be allowed to vote, I wonder why we have made it so easy for male ignorance and so hard for female ignorance. ...

—Anna Howard Shaw
excerpted from "The Fundamental Principle of a Republic"
delivered at Ogdensburg, New York, June 21, 1915
<http://www.emersonkent.com>

Commentary On Text Complexity

Text : "The Fundamental Principle of a Republic": Informational
(1027 words)

Quantitative Analysis

ATOS: 9.1 (6th-8th); DRP: 61* (6th-8th); Flesch-Kincaid: 5.6 (4th-5th); LEXILE: 1360 (11th-CCR) *Due to word limit restrictions of some quantitative readability measures, the reported measures may be based on the first 1000 words of a text as opposed to the text in its entirety.

Qualitative Analysis

In this excerpted speech, suffragette Anna Howard Shaw uses several techniques to argue for the case of women's right to vote. She employs repetition and rhetorical questioning while discussing the definition of a Republic throughout her speech and a sarcastic tone when referring to the consistent inconsistencies of men (paragraph 2) and the various requirements to vote in the US (paragraph 3). Shaw's speech is also an excellent example of the use of logical structure, leading to her thinking "how it happens that male ignorance is so much less ignorant than female ignorance" (lines 58 and 59). The text is a rich, primary source.

Justification/Summary

The measurements on Shaw's speech vary from 4th-5th to 11th-CCR bands. The text is incredibly rich in language, syntactical structure, ideas and tone, making it appropriate for the development of a response aligned to the Grade 11-12 CCLS Writing Standards.

Anchor Paper – Part 3 – Level 4 – A

In the month of June in the year 1915, women in the Republic of the United States of America did not have voting rights. On the twenty-first of said month, hoping to rectify this situation, this injustice, suffragette Anna Howard Shaw delivered a speech in Ogdensburg, New York. To help to meet her goal, Shaw, in a segment of her speech, used the technique of exposing the irony behind the denial of the vote and addressed the hypocrisy evident in this situation.

The central idea of Shaw's speech is that women deserve the right to vote. She constructs her argument around the definition of the word "Republic," and compares the dictionary meaning of what a Republic is to what she perceives is the actual situation. She charges that within the United States not a Republic but an aristocracy is in place, perhaps even an oligarchy when gender is concerned. Seemingly strong-willed and perhaps somewhat outspoken, Shaw portrays the men who control the United States' government as ignorant of the hypocrisy they are perpetuating. She points out the difference between what might be expected and what actually exists. Such a condition is truly ironic.

Shaw explains how the aristocracy of men presiding over America seems to view ignorance. It is perfectly acceptable for a man who is illiterate to immigrate to America and receive the vote. When an attempt was made to add an "illiteracy clause" to an immigration bill, the President vetoed the bill because such a clause "would keep out of our shores a

Anchor Paper – Part 3 – Level 4 – A

large body of very excellent people" (ll. 57 - 58). According to the President, the United States would be lacking if foreigners ceased to enter the country. Shaw compares this "large body of very excellent people," the immigrants, to a "large body of ignorant people [who] would vote" (l. 60), women. She points out the irony in and fallacy of the current attitude that "because an ignorant woman would vote, no intelligent women should be allowed to vote" (ll. 61-62). She wonders aloud "why we have made it so easy for male ignorance and so hard for female ignorance" (ll. 62-63). Shaw professes "that if men think women are ignorant, it is the men themselves who are the ignorant ones by their denying rights to half the population. In this way, Shaw exposes irony, the irony that the Republic of the United States does not function as a Republic, and the irony that an illiterate immigrant is more deserving of the right to vote than an intelligent woman. Shaw points out the difference between what might be thought to happen and what actually happens. This is irony. She points out the hypocrisy of people who deny the true situation.

Anchor Paper Level 4-A

The response introduces a well-reasoned central idea (*The central idea of Shaw's speech is that women deserve the right to vote*) and a writing strategy (*Shaw, in a segment of her speech, used the technique of exposing the irony behind the denial of the vote*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of irony to develop the central idea (*Shaw exposes irony, the irony that the Republic of the United States does not function as a Republic, and the irony that an illiterate immigrant is more deserving of the right to vote than an intelligent woman*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis, by identifying the current situation that denies women the right to vote, then identifying flaws that prevent the United States from being a true Republic (*She points out the irony in and fallacy of the current attitude that "because an ignorant woman would vote, no intelligent women should be allowed to vote"*). The response exhibits logical organization of ideas and information by first introducing the situation and central idea, then discussing how it is developed through the use of irony, and concluding with a summation of points made to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language throughout (*segment of her speech, seemingly strong-willed, the hypocrisy they are perpetrating*). The response demonstrates control of the conventions with infrequent errors.

The tone of the given passage in which the speaker analyzes the government of the United States and its limitations to voting can be described as critical and persuasive. She seems quietly outraged by the fact that women do not have the right to vote but she controls her emotions in order to persuade her audience to support women's suffrage.

In the opening paragraph, the speaker's tone is judgemental when referring to the way the United States describes its government and she states that if we don't have the republic we claim to have, "we ought not to pretend that we have it" (line 2-3). She proves that since half the population, women, do not have the right to vote, then the United States is definitely not a Republic! The speaker condemns the government for asserting that it represents all people. She criticizes the government - men - that allow ignorant males to vote yet that same government is horrified that some ignorant females may vote. She is saying isn't ignorance ignorance, regardless? By using such a critical and condemning tone, the speaker shows two clear reasons why it is utterly ridiculous to keep women from voting!

The speaker tries to persuade her audience to take action. She urges people to solve this "profound problem" (line 55), of not giving the right to vote to women by voting on

Anchor Paper – Part 3 – Level 4 – B

November 2. She persuades the men in the audience by stressing that IF they are intelligent, they must vote for women's suffrage. Through persuasion and criticism/criticism, she sparks a thought in the listeners' minds' to take action and support her advise to change the imperfect "republic." Women must have the right to vote.

Anchor Level 4-B

The response introduces a well-reasoned central idea (*Women must have the right to vote*) and a writing strategy (*The tone of the given passage ... can be described as critical and persuasive*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of tone to develop the central idea (*the speaker's tone is judgemental when referring to the way the United States describes its government and By using such a critical and condemning tone, the speaker shows two clear reasons why it is utterly ridiculous to keep women from voting and She urges people to solve this "profound problem"*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She proves that since half the population, women, do not have the right to vote, then the United States is definitely not a Republic and yet that same government is horrified that some ignorant females may vote*). The response exhibits a logical organization of ideas and information by first introducing the central idea (*to support women's suffrage*), then discussing how it is developed through tone, and concluding with a challenge (*to take action and support her advise to change the imperfect "republic"*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*She seems quietly outraged by the fact that women do not have the right to vote but she controls her emotions in order to persuade her audience to support women's suffrage and She persuades the men in the audience by stressing that IF they are intelligent, they must vote for women's suffrage*). The response demonstrates partial control of conventions with occasional errors (*it's, women's, referring, definitely, allow*) that do not hinder comprehension.

Anchor Paper – Part 3 – Level 3 – A

The author of the text intends to persuade its audience by using situational irony about women's suffrage. The author explains how we choose who can and can't vote in the United States. If you are twenty-one years of age, are native born or naturalized, and have lived in a place for a certain amount of time you are allowed to vote. The qualifications go on to state that these are all equal to those alike and do not discriminate. (43-50). What the qualifications do not state though is you must be a man.

All men have the right to vote regardless of how well informed they are or aren't about the candidates, but a women with the same ignorance cannot. The text states "if women were permitted to vote a large body of ignorant people would vote" (60). The problem with that statement is that it is situational irony to the fact a large body of ignorant people are already voting, men. To discriminate against women voting is to contradict the way men vote already, creating the situational irony effect from the author in her persuasion of women's suffrage.

Anchor Level 3–A

The response introduces a clear central idea (*The author explains how we choose who can and can't vote in the United States*) and a writing strategy (*The author of the text intends to persuade its audience by using situational irony about women's suffrage*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of irony to develop the central idea (*All men have the right to vote regardless of how well informed they are or are'n't about the candidates, but a women with the same ignorance cannot*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The text states "if women were permitted to vote a large body of ignorant people would vote" (60). The problem with that statement is that it is situational irony to the fact a large body of ignorant people are already voting, men*). The response exhibits logical organization of ideas and information by first addressing the central idea of the text and how it is an example of situational irony, then providing an example by comparing voting qualifications to women's exclusion from the process, and concluding with a summation of the areas addressed (*To discriminate against women voting is to contradict the way men vote already, creating a situational irony effect from the author in her persuasion of women's suffrage*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*All men have the right to vote regardless of how well informed they are*). The response demonstrates partial control of conventions with occasional errors (*time you, a women, states "if women*) that do not hinder comprehension.

Anchor Paper – Part 3 – Level 3 – B

The author of this text uses a highly clear-cut and scientific tone in this writing in order to get the point across that not allowing female suffrage in a republic makes no sense. Her tone is exemplified by how often she defines terms, and how she takes these definitions to their logical conclusions to assert that not allowing female suffrage is hypocritical. In lines 33-34 the author defines what a republic is, and then proceeds to deconstruct that definition in order to conclude that it is not a republic in New York unless everyone can vote, not just one half the population.

Through this scientific definition and use of logic to argue her point, the author makes a very strong case. Through the use of definition it exposes the hypocrisy of redefining the political structure of New York, and because definitions are "set-in-stone" it is impossible to argue for the other side (her critics) because then it would be going against a logical statement. Apart from stating her point well, using a scientific and logical tone also shows how intelligent women are and destroys the argument that women are not intelligent enough to vote.

Anchor Level 3–B

The response introduces a clear central idea (*it is not a republic in New York unless everyone can vote, not just one half the population*) and a writing strategy (*scientific tone*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of tone to develop the central idea (*Her tone is exemplified by how often she defines terms, and how She takes these definitions to their logical conclusions to assert that not allowing female suffrage is hypocritical*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Through this scientific definition and use of logic to argue her point, the author ... exposes the hypocrisy of the political structure of new york and destroys the argument that women are not intelligent enough to vote*). The response exhibits acceptable organization of ideas and information by first addressing the author's use of logic to bring about a *highly clear-cut and scientific tone*, then discussing how the tone reveals the hypocrisy of restricting women from voting, and concluding by suggesting that the *logical tone* of the passage proves the author's argument that women are capable of intelligent thought to create a cohesive and coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*the author ... proceeds to deconstruct that definition in order to conclude and Apart from stating her point well, using a scientific and logical tone also shows how intelligent women are*). The response demonstrates partial control of conventions with occasional errors (*republic and definition it*) that do not hinder comprehension.

In the passage, the ^{speaker} speaks about our true form of government in the United States. November second is a day in which women's voting rights are decided on by our congress. The speaker says that, "it is not merely a trifling matter; it is not a little thing that does not concern the state, it is the most ~~vital~~ problem we could have..." She is regarding the decision in which to let woman vote, & to the speaker it is very important.

In the passage the speaker continuously mentions the definition of a republic. "A Republic is a form of government in which the laws are enacted by representatives elected by the people." The speaker repeats here that without allowing women to vote we are not a republic. The speaker repeats an attitude of pity and disappointment towards our very government. In all, the speaker is trying to enlighten and persuade people to accept women's suffrage and become the definition of a republic.

Without allowing women to vote, the United States is not a republic. Every race and gender must be allowed to vote in order for a full republic to be enacted. That is what the speaker is attempting to persuade people to consider. Through ~~repetition~~ repetition the speaker emphasizes on the importance of woman's suffrage.

Anchor Level 3–C

The response introduces a clear central idea (*without allowing women to vote we are not a republic*) and a writing strategy (*repetition*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of repetition to develop the central idea (*The speaker repeats many times an attitude of pity and disappointment towards our very government*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*the speaker continuously mentions the definition of a republic. "A Republic is a form of government in which the laws are enacted by representatives elected by the people" and Every race and gender must be allowed to vote in order for a full republic to be enacted*). The response exhibits acceptable organization of ideas and information by focusing on *the decision in which to let woman vote*, then establishing the importance of the issue of women's suffrage in the context of a republic, and concluding *without allowing women to vote, the United States is not a republic* to create a coherent response. The response lacks a formal style, using language that is imprecise (*to let woman vote, & to the speaker it is very important and That is what the speaker is attempting*). The response demonstrates partial control of conventions with occasional errors (*a day in which, congress, dissapointment, womans*) that do not hinder comprehension.

Anchor Paper – Part 3 – Level 2 – A

We tend to consider our government the ideal government, yet there are many inconsistencies and downfalls of it as well that are not necessarily realized by the general public. It is true that our government grants us liberty and freedom and we are beyond lucky, but there is an abundance of ignorance and lack of logic in this "republic" and "democratic" government. we have.

The author of this passage's intended central idea was to make the audience come to realize the ignorance of the country, and ignorance not entirely meant in a bad way either. Her critical tone helps to deliver this point in which America is most "consistent in their inconsistency". The tone makes the reader feel that women's suffrage is important.

Anchor Level 2–A

The response introduces a central idea (*The author of this passage's intended central idea was to make the audience come to realize the ignorance of the country*) and a writing strategy (*Her critical tone helps to deliver this point*). The response demonstrates a superficial analysis of the author's use of tone to develop the central idea (*The tone makes the reader feel that women's suffrage is important*). The response presents ideas inadequately in an attempt to support analysis (*there is an abundance of ignorance and lack of logic in this "republic" and "democratic" government. we have*) and the use of evidence to support the *critical tone* is limited to the words "*consistent in their inconsistency*". The response exhibits inconsistent organization of ideas and information by first setting up the central idea by comparing our *liberty and freedom* to *an abundance of ignorance and lack of logic* in government, then in the next paragraph restating the central idea but identifying the *ignorance as not entirely meant in a bad way*, and concluding the same paragraph by identifying *tone* as helping to make *the reader feel that women's suffrage is important*, failing to create a coherent response. The response lacks a formal style, using language that is inappropriate (*we are beyond lucky and not entirely meant in a bad way either*). The response demonstrates partial control of conventions with occasional errors (*intended, deliver, inconsistency*.) that do not hinder comprehension.

One main idea developed by the author was to stress the United States government and our importance. As citizens we have to understand our role in America. For example, the author states how important of a date November 2nd is. November 2nd is the voting day for Americans, being a true American citizen consists of getting out to vote. The author often goes back on history to show how far America has come or what exactly something means. For example one historical event that is reflected on is women's right to vote. Although America has been down at points, it continues to develop and be inspired for the better of its people.

The major theme of this passage is the definition of a republic. The author defines a republic as a form of government in which the laws are enacted by representatives elected by the people. Although a republic seems to be just and sensible, however

Anchor Paper – Part 3 – Level 2 – B

the author points out the
injust of male ignorance . The
author also makes injust clear
by comparing the " little " male
ignorance , to that of a female
which is considered a big deal and
the reason America didn't want
females to vote .

Anchor Level 2–B

The response introduces a central idea (*As citizens we have to understand our role in America*) and a writing strategy (*theme*). The response demonstrates a superficial analysis of the author's use of theme to develop the central idea (*The major theme of this passage is the definition of a republic*). The response presents ideas inconsistently and inadequately in an attempt to support analysis (*one historical event ... is womens right to vote and the author also makes injust clear ... America didn't want females to vote*), making use of some evidence that may be irrelevant (*November 2nd is the voting day for Americans*). The response exhibits inconsistent organization of ideas and information, by first stressing the importance of voting in America, then reflecting on how *America ... continues to develop and be inspired for the better*, then defining a republic, and finally concluding with a comparison of male and female ignorance, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, or imprecise (*stress the United States government and our importance and goes back on history*). The response demonstrates emerging control of conventions with some errors (*for Americans, being: Although a republic seems ... sensible, however; author also makes injust clear*) that hinder comprehension.

The United States government has been changing throughout our entire life time. They've been changing how we do things, when we do things, and how we do things. However, change does happen with voting ages and how the representatives of the United States get chosen.

Some people believe race and sex can be controlled and how it's changed through governmental decisions. Everyone is equal and should be allowed to vote. Irony is shown in this work of literature. It ~~says~~ tells you have to be 21 to vote, nowadays you have to be 18. It also says the people shouldn't have a say in who represents them, and how we do. Women were also criticised in when they vote, saying how ignorant and less ~~intelligent~~ intelligent they are, recently we almost had a female president.

The United States have changed their views on a person's worth and value. Now women can vote, black people can vote, and 18 year olds can vote. Decisions made in a place where you live, you should have a say in. Some changes may be for the best and may be for the worst, we just know change is there.

Anchor Level 2-C

The response introduces a confused central idea (*change does happen with voting ages and how the representatives of the United States get chosen*) and a confused writing strategy (*irony*), stating *it tells you have to be 21 to vote, nowadays you have to be 18*. The response demonstrates a minimal analysis of the author's use of irony to develop the central idea (*Women were also criticised in when they vote, saying how ignorant and less intellectual they are*). The response presents ideas inaccurately (*It also states the people shouldn't have a say in who represents them and Women were also criticised in when they vote*) in an attempt to support analysis, making use of some evidence that may be irrelevant (*recently we almost had a female president*). The response exhibits inconsistent organization of ideas and information by first introducing the general idea of change in the United States electoral system (*changing how we do things, when we do things*), then discussing issues of equality, and concluding with changes in *a person's worth and value*. The response lacks a formal style, using language that is imprecise (*They've been changing how we do things and The United States have changed there views*). The response demonstrates emerging control of the conventions with some errors (*life time; 21 to vote, nowadays you; for the worst, we just know*) that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – A

There was a few elements and techniques shown in the paragraphs that the Author used. One technique was Imagery. This makes a picture in my head as i read the story about women not being able to vote.

Anchor Level 1-A

The response introduces a central idea (*women not being able to vote*) and writing strategy (*Imagery*). The response demonstrates a minimal analysis of the author's use of imagery to develop the central idea. The response presents no evidence from the text. The response is minimal, making assessment of organization, language, and conventions unreliable.

Anchor Paper – Part 3 – Level 1 – B

The author uses the literary element in the Passage. It helps to develop the central idea of republican gov.

Anchor Level 1–B

The response introduces an incomplete central idea (*republican gov*) and writing strategy (*literary element*). The response presents little evidence from the text (*the central idea of republican gov*). The response is minimal, making assessment of organization, language, and conventions unreliable.