

Anchor Paper – Part 2 – Level 3 – A

I think ~~that~~ that students in America should be given the optional to read what they want to read so they don't get bored reading what every one else reads.

It is often too boring or monotone to read novels sometimes hundreds of years old or a book about a bunch of boys in the 1950s like "Lord of the Flies" because none of us were alive back then. A good book in my mind requires you to relate to something. Not like boys on a island. Some kids wants to read about soccer because they like soccer ~~or play~~ or play soccer but "they should not be reading books about soccer. All they know is soccer", said Lemov. (45-46, Korbey). This shows the disconnect between what kids want vs. what teachers' think they need.

In addition I think I would be better if students had more engagement as they read. "Reading engagement is the foundation for building successful readers and a strong literacy environment." (5th Grade Carrie Kondor, 25-26, Room 241). This shows one of the things teachers' understand pretty well because they try to make boring books interesting. This makes kids engaged because its fun but its better if they get engaged because they like it too.

Finally the last major problem is how teachers' should ask them selves why they keep doing this. "We need to have a conversation around why certain texts are taught year after year." (6-7, Iowa). ~~They~~ would actually be trying to help solve the problem if they asked this. If they ask this they might find out kids are bored.

Some think it doesn't matter that kids are bored but I think them doing this would be benificial to know and help the kids not be

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barred. Carrie Kondor even said it matters because of engagement.
So teachers' should ask why they do it if it really does matter.
In conclusion this is why students should have more freedom
in what they get to read, not what teachers' have them read.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*students in America should be given the optional to read what they want ... so they don't get bored*).
- The essay demonstrates appropriate and accurate analysis of the texts as necessary to support the claim (*This shows the disconnect between what kids want vs. what teachers' think they need and teachers' ... try to make boring books interesting. This makes kids engaged because its fun but its better if they get engaged because they like it too*) and to distinguish the claim from alternate or opposing claims (*Some think it doesn't matter that kids are bored but I think them doing this would be benifical to know and help the kids not be bored*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (“*Reading engagement is the foundation for buildin succesfull readers and a strong literacy environment*” and “*We need to have a conversation around why certain texts are taught year after year*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(25–26, Room 241) and (6–7, Iowa)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, by introducing a single sentence claim centered around the idea that *a good book ... requires you to relate to something* and that *novels ... like "Lord of the Flies"* are *too borring* and supported with three body paragraphs, each providing a quote from the texts and a fourth, short body paragraph that addresses the counterclaim with a rebuttal that alludes to a previous quote (*Carrie Kondor even said it matters because of engagement*), and a concluding statement that reiterates the claim (*students should have more freedom in what they get to read*).
- The essay establishes but fails to maintain a formal style (*It is often too borring ... to read novels sometimes hundreds of years old ... because non of us were alive*), using primarily basic language and structure (*This shows one of the things teachers' understnd pretty well*) with occasional imprecision (*optional for “option,” monitone for “monotonous,” I for “it”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions exhibiting occasional errors that hinder comprehension (*bored; every one; a iland; soccer”, said Lemov. (95–96, Korbey).; buildin; succesfull; teachers’ understand; intresting; its fun; Finaly; dosen’t; them doing; benifical; In conclusion this*).

Reading classics don't always always have benefits. Teachers are trying to find new way to keep kids engaged in reading. There's an easy solution to this though, which is letting the kids decide what to read.

When students aren't given ~~to them~~ the chance to choose what to read, teachers can't get them to be engaged in class (text 1, P2, line 12). A survey was conducted and it shows that students don't like ~~not~~ the classics because it doesn't reflect who they are (text 1, line 15-18). To add onto this, studies has shown that with kids reading what they want they can be more engaged (text 2, line 22-23). And can show more interest in reading, ^{also} student said that it's restricting for them (text 2, line 13-15).

However there is a bright side of ~~not~~ reading classics. Reading classics gives students ~~experience~~ experiences about like what the world, culture, language, and life was like back then (text 3, line 5-7). It can also ~~give~~ show ^{the} evolution in time (text 3, line 17).

Although it gives the kid experience, shows them the evolution, the main thing is, is getting the kids engaged, take away the key points, learn & enjoy reading. So how can a student do this if they don't like what they read? The answer is, letting them choose for themselves.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*There's a easy solution to this tho, which is letting the kids decide what to read*).
- The essay demonstrates unclear analysis of the texts (*study's has shown that with kids reading what they want ... student also said that it restricting for them*), insufficiently distinguishing the claim from alternate or opposing claims (*However there is a bright side of reading classics. Reading classics gives students expiriences like what the world ... was like Back then and Although ... the main thing is, is getting the kids engaged, take away the key points & learn & enjoy reading*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis through a series of paraphrases from three texts (*A survey was conducted and it shows that sudents don't like the classics Because it doesn't reflect who they are and with kids reading what they want they can Be more engaged*) although one reference is attributed to the wrong speaker.
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(text 1, ¶ 2, line 12)* and *(text 2, line 22–23)*] with the paragraph number and line numbers being incorrectly identified in the given examples.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introductory paragraph that presents a claim that supports student choice over the classics, a second paragraph of support that focuses on the need to get students engaged in reading, a third that briefly suggests a counterclaim, and a concluding paragraph that returns to the claim (*the answer is, letting them choose for themselves*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Teachers are trying to find new way to keep kids engaged in reading and It can also show the evolution in time*) that is sometimes inexact (*student also said that it restricting for them*). The response further breaks from formality through the use of the ampersand.

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*don't all way have Benifits; new way; a easy; tho; cant; classics ... it doesn't; study's has Shown; intrest; expiriences; kid ... them*) that hinder comprehension.

should not only focus on the classic or maybe in the middle because on the 4 text based on English. Shows the reason and effect of it because on text 4 show that say that they should add more stuff in English and now they want to add student ideas and belief. "not only does she want to empower students to questions what they're reading in class Dyches also want teachers to recognize the political context of their decision. Educators like all people have different biases or beliefs." so it show that people does not want only reading but political.

That English shou not only focus on that because reading it a little bored but I love reading and also want to focus on other stuff in English because on text 3 their saying "we should also be open to the idea that more contemporary texts of varying titles and formats have a justifiable place in the curriculum too." that not only books to read but the ideas of it and also the meaning of the book.

~~Money o idea~~ In my idea
about the question "Should English
Curriculum focus on the classics?" I
still say no because & how I said
before I love book but sometime it bored
I just wanna learn some thing else
like anything tho.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*English should not only focus on the classic*).
- The essay demonstrates confused and unclear analysis of the texts (*so it show that people does not want only reading but political and that not only books to read but the ideas of it and also the meaning of the book*).

COMMAND OF EVIDENCE:

- The essay presents ideas inaccurately (*because on text 4 show their say that they should add more stuff in english and how they want to add student ideas and belief*).
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 4 show and on text 3*), with some miscopying within the two quoted examples and no line numbers given.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of three paragraphs that introduce a confused claim that sways from a firm stand to *maybe im in the middle* and the idea that the four texts show the *reason and effect* of the negative claim which is not followed through with. The essay presents two quotes from the passages but fails to coherently expound upon them or connect clearly back to the expressed ideas of reason and effect, and inserts irrelevant comments about loving books. The essay concludes with a reaffirmation of the claim, followed by a personal comment.
- The essay lacks a formal style, using some language that is inappropriate and imprecise (*their for “they”, because reading it a little bored, focus on other stuff, I just wanna learn some thing else like anything tho*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*im; students to questions what; Dyches also want; Educators like all people have; beliefs; it show; people does; too. ”) that; book … it; classice*) that make comprehension difficult.

English curriculum should focus on the classics because in the text it states surveying students about their reading preferences and that most didn't know how to read. they almost never read outside of school and generally had negative attitudes about reading. But not focusing on the classic is not learning its just a waste of time you gotta start from the bottom to make your way to the top.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*English curriculn should foucs on the classics*).
- The essay demonstrates unclear analysis of the texts (*But not focusing on the classic is not learning its Just a waste Of time*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents little or no evidence from the texts, citing information from one unidentified text (*it states surveyed students about there reading preferences*) which is partially misinterpreted (*most didn't know how to read*).
- The response does not make use of citations, simply stating *in the text* and including no specific text or line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, first introducing a claim, then presenting a quote that lacks in accuracy and lacks in transitioning from the claim to an attempt at analysis, concluding with an irrelevant personal comment (*you gotta start from the bottom to make your way to the top*), all within a single paragraph, failing to create a coherent essay.
- The essay lacks a formal style, using some language that is inappropriate and imprecise (*it states surveyed students, there for “their”, gotta*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*curriculn; negtive; the classic is; learning its just; time you*; and switching from the 3rd to 2nd person pronoun) that make comprehension difficult.

All teens and kids should have the education with literature in need; Past information in different cultures can teach you a lot about how generations are now. Most teens use it very normally. Teachers may have a hard time teaching because of race or the culture they were brought up in. In fact, most students that are a different race may feel like their name isn't heard or brought up in the ~~wrong~~ conflict or statement. That can lead teens to stay away from it. Literature is a subject that teens should be aware of but it has a lot of pros and cons. Culture from the past is important today because of how the world was brought up. Most kids enjoy the literature, it's just their thing. A wide variety of students ~~read~~ ^{read} a text just so they can prepare for college. Those teens are more likely to enjoy the subject. Different teachers and students know the difficulty because some things that are being said could bring in culture and race. Most though, know that it's a learning subject. Things may be said but words will never be bigger than actions.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*All teens and kids should have the education with Literature in need*).
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents little or no evidence from the text.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with a single paragraph that opens with an implied claim relating to literature, followed by an attempt to support the claim with generalizations about literature and education (*Teachers may have a hard time teaching because of race or the culture they were brought up in and students that are a different race may feel like their name isn't heard ... in the wrong conflict*, and concluding with an incoherent statement (*Things may be said but words will never be big then actions*)).
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*Teens use it [literature] very normally, Most kids, just their thing, words will never be big, then for “than”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*in need, Past; alot; Most Teens; aware of but; its just their; likey; Most though, know*) that hinder comprehension.
- Holistically, this is a Level 1 essay because it is a personal response that makes little reference to the task and no reference to the texts and can be scored no higher than a 1.

Anchor Paper – Part 2 – Level 1 – B

English Curriculum Classic helps students learn about history and what going in life. These stories show connection point to teens in life.

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*English Curriculum Classic helps students learn about history and what going in life*).
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents no evidence from the texts.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, making assessment of organization unreliable.
- The essay is minimal, making assessment of language unreliable.

CONTROL OF CONVENTIONS:

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

As time goes by more and more books are made and older books start to fade into obscurity. This brings up the question Should English classes focus on classic literature? Yes! Though ~~classic~~ classic literature may not be as relevant to things happening now a days they can still teach us important lessons.

People against the English Curriculum focusing on the classics might say that classic books are not relatable to students anymore, and that it would be hard for students to learn from them if they are not interested.

Some might say "When a teen can relate to what they're reading through the characters (with an emphasis on characters with diverse backgrounds), settings, or topics discussed in the book, it suddenly becomes so much more engaging for them." (Text 2, line 50-52). Sure teens might not be as engaged when reading classic literature but, this does not mean they can not be learning something or understanding the literature. Other people might say that "Many students felt like the books they were assigned at school didn't reflect their experiences." (Text 1, line 17-18). While reading about something or someone that had a similar experience as you can be nice, it is also important to learn how other people can experience or interpret the same thing differently. The reason we learn about classic literature is so we can see and feel how the author felt on a subject.

Part 2 – Practice Paper – A

Reading classic literature helps us learn about the past and how literature has evolved over time. A major argument for focusing on classic literature is that "If we didn't read and study texts from the past, and only looked at the best seller list, how would we know of this evolution." (Text 3, line 21-22). If we didn't read classic literature we would not see how literature has evolved ~~not~~ throughout time. Another good reason for reading classic literature is that "understanding the past does, we hope, prevent us from repeating the mistakes of our predecessors but, more than that, it helps us appreciate how attitudes have changed over time." (Text 3, line 34-36). If we don't learn about our history and our mistakes we will be doomed to eventually make the same wrong decisions that were made in the past. Reading classic literature helps us learn about cultural changes and mistakes made in the past that we may never learn about otherwise.

Reading classic literature can also just help us increase our reading skills and learn of other cultures. ~~People say that~~ Advocates for classic literature argue that "while not all books are enjoyable (or easy) to read, challenging books help boost students' comprehension and reading proficiency." (Text 1, line 39-40). If students got to read whatever they want they would pick something easy to read which does not benefit them as much. Another ~~argument~~ for

Part 2 – Practice Paper – A

argument for classic literature is that "from a linguistic perspective, studying classic literature from the Western Canon (Shakespeare, Dickens, Orwell and so on) affords students of English the opportunity to understand, analyse, and evaluate language quite different from their own" (Text 3, line 16-18). Reading classic literature can help people understand and appreciate cultures from other countries. Classic literature not only challenges the reader but helps the reader learn of different cultures.

Overall, yes, the English Curriculum should focus on the classics. If we only read books that were easy we would never learn anything valuable for ourselves. Classic literature also helps us learn of different and past cultures that we might have never learned about.

It's ~~badly~~ distorting our modern students from the joys of literature isn't it time we ensure that the fiction we teach matches the world in which we live? in the last diverse authors, characters, and stories.

It's logical to argue that students would be more engaged if they saw themselves reading the classics is wonderful, but rarely providing stories about unrecognizable characters in time periods long past restricts the interconnection and inspiration our young people can and should feel from reading.

Studies have shown that reading fiction builds empathy. 2013 study in the American Psychological Association's journal psychology of aesthetics, creativity, and the arts discovered that when readers visualize scenes while reading stories, there is an actual and measurable surge of empathy. I imagine then the impact if schools were full diverse books providing literary peek into lives of not only students from eleven but of those around them.

English Should focus on the classics I say this because in text 2 it says "Student must have opportunity to engage in texts that relate to their experiences, their cultures and their interest." It shows that kid or students should start reading on what their interest in so they can learn more about others or about themselves another thing I agree on now English Should focus on the classics The author Tiffany brownlee say herself "Anything that appeals to their personal lives and interest (romantic/ friend-based /familial relationships/ fantastical worlds/ the LGBTQ Community/etc. make teens want to read." I agree what she said cause get to read what they like that what all matter that what important.

Many teachers are beginning to question, are the classics really engaging and beneficial to their students? Most students find the classics to be boring and would have a much more enjoyable time reading a book of their choosing. In other words it can be described as, "Out with the old, in with the new" a popular saying amongst many. If teens could read more relavent stories they could have a deeper connection with it. Students might actually find the will to read a book that interests them. It's also important to expose students to books by authors of many different backgrounds, races, ethnicity and much more.

In order to keep the students in their classrooms attentive, teachers may need to introduce more relavent stories that teens can relate to. Lots of students often get distracted during class and it harms their learning but, when teachers introduce, "Relatable topics and topics of personal interest" teens may "put down their phones and pick up a book." (T.2.L.4G-47) This would result in less texting and more learning inside and outside of the classroom.

Many students think of reading poorly due to the books that they are assigned in school so they don't read almost at all when outside of school. Since teachers want students to read, the solution has been to move away from classics in English

Part 2 – Practice Paper – D

Class and instead let students choose the books they read." (T.1 L21-30) So in order to keep the newer generations reading we must incorporate less literature and more students choice' reads.

Lastly it's important for students to gain a better understanding of the world around them, and reading books made by people of different races, ethnicities, and backgrounds would do just that. If the schools include, "... more books by authors of color featuring diverse characters, ... all students (no matter their race, ethnicity, or social background) should be able to relate to the characters in novels..." (T.2 L16-18) Using a more cultural diverse method of teaching will keep many students on task because they can relate to the story they are reading.

Some might say that literature can provide "...challenging books...[that] help boost students' comprehension and reading proficiency." (T.1 L31-40) But, even though this may be true it has been found that "...students described the texts as 'boring and ineffective'; adding that they 'can't relate to any of it'..." (T.4 L33-34) So even though literature may expand your vocabulary many students don't find it to be worth their time.

All and all, students would gain a lot more from the classroom if teachers incorporated less literature and more relevant, interesting, and culturally diverse topics into the books that the students read.

Part 2 – Practice Paper – E

The debate between classic and contemporary has been in effect for what seems like forever. Whether it references music, literature, or even pasttimes, there will always be opposing views on the topic. The discussion ~~within~~ within this essay will reflect on the topic of literature. It is imperative to understand that during high school, the English curriculum should not solely focus on classic and canon literature.

A main aspect in the recent disconnect between adolescents and reading has been due to the lack of personal reflection in the literature assigned in school. "... Teachers across the country are saying that the disconnect between the canon and its intended audience has become an epidemic" (Text 1, line 24). It has become a big deal to teachers across the country that students do not enjoy nor care much for what^s is assigned. Considering how large of an issue this has become nationwide, there must be something wrong with the current way of teaching.

"the solution has been to move away from classics in English class and instead let students choose the books they read, while encouraging literature that is more reflective of the demographics and experiences of students in America's classrooms" (Text 1, line 29). It

Part 2 – Practice Paper – E

has clearly been noticed that the inclusion of ~~contemporary~~ works is substantial for student engagement with literature in and out of the classroom. With this, classic works have found a place in curriculum, however, said contemporary texts have a place within the curriculum just as well (Text 3, line 37). Considering a large majority of literature that is "canon" or "classic" is made from white Europeans, it leaves a large portion of the current demographic out of the loop. With their personal experiences and cultures almost completely invisible in classic works, readers have a difficult time relating and reflecting on such a text. "And you'd be surprised at how high the level of engagement can rise when a student's race or culture is being taught in class, (let me just say, it soars)" (Text 2, line 22). This tiny change of allowing a diverse selection of books in the curriculum could change the dynamic of English classes for the better, leaving a large impact on many more students. If many other teen interests were considered in modern times such as relationships, fictional wonderlands, sexual orientation differences, and more, teens would want to read more (Text 2, line 47). All in all, the inclusion and introduction to diverse and contemporary works will benefit the current demographic.

Part 2 – Practice Paper – E

in extensive ways, rather forcing canon texts upon them.

Although it is very important to allow student choice and the inclusion of modern, individualistic literature, it is just as important to shed light on the opposing side of classic literature. Seeing the immense shift from past to present is needed to understand the modern life much more. "Structures, trends in punctuation and in the way we speak have evolved through the ages and being aware of these developments really helps us to understand better, language in its current context" (Text 3, line 18). The idea of comparing old texts to new and modern life allows people of all demographics to truly see the shift and be involved in change. If students were allowed the option to pick only that which they liked or were interested in, there would be a lack of diversity and understanding of everything else the world has to offer. It takes a lot to understand a classic piece of literature and that will typically come with failure or giving up. "Adolescents know enough about books to know what they like to read; and second, that there's greater power in the freedom to 'do your own thing' rather than in developing a deep understanding

Part 2 – Practice Paper – E

of what you're reading" (Text 1, line 51). All kids would read is what interests them, rather than opening up to unfamiliar and even text that could be considered uncomfortable. This is not the goal of English teachers. What is needed is also the ability to understand and dive into classics that are difficult to read. With this being said, classics still very much have a place in the current curriculum as without them, there would be no way to challenge students. The introduction of student choice within the curriculum is also just as important as it can keep engagement.

All together, it is equally as important to give readers the opportunity to read what they want, but also be challenged by classics. The development of readers plays largely into the need for diversity and understanding within oneself as well as being challenged by unfamiliar and uncomfortable literature. Without a healthy mix of both, the English curriculum would run flat and have no readers, or too much power in the students, could lead to a lack of understanding of the past in comparison to the present. If a healthy mix is achieved, a surge of new readers and literary enjoyers could be accomplished and the future of young adults could potentially be happier and more fulfilling.

Practice Paper A – Score Level 5

Holistically, this essay best fits the criteria for Level 5. The essay introduces a thoughtful claim, demonstrates thorough analysis and distinguishes the claim from alternate claims. The essay presents ideas clearly and accurately with proper citation of sources. It exhibits logical organization to create a cohesive and coherent essay, maintaining a formal style, using fluent language and demonstrates control of conventions, exhibiting occasional errors only when using sophisticated language.

Practice Paper B – Score Level 0

Holistically, this essay best fits the criteria for Level 0. The essay is totally copied from Text 2 with no original student writing and must be scored a 0.

Practice Paper C – Score Level 2

Holistically, this essay best fits the criteria for Level 2. The essay introduces a claim and demonstrates a confused, contradictory analysis of the text, failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently, in an attempt to support analysis with evidence that opposes, rather than supports, the claim. The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay lacks a formal style, using some language that is imprecise and demonstrates a lack of control of conventions that make comprehension difficult.

Practice Paper D – Score Level 4

Holistically, this essay best fits the criteria for Level 4. The essay introduces a precise claim with appropriate and accurate analysis and distinguishes the claim from an opposing claim. The essay presents ideas sufficiently with proper citations and exhibits acceptable organization with a formal style, demonstrating partial control of conventions.

Practice Paper E – Score Level 6

Holistically, this essay best fits the criteria for Level 6. The essay introduces a precise and insightful claim supported by an in-depth and insightful analysis, which includes distinguishing the claim from opposing claims. Ideas are presented fully and thoughtfully, employing a wide range of specific and relevant evidence that is properly cited. The essay exhibits skillful organization of ideas and information in a cohesive and coherent manner while maintaining a formal style that uses sophisticated language and structure. The essay demonstrates control of conventions with essentially no errors.