

NEW YORK STATE COMPONENT RETEST

ENGLISH COMPONENT B MODULE 3

MONDAY, MAY 10, 2010

SCORING KEY AND RATING GUIDE

Multiple Choice Key

1	3
2	1
3	4
4	3
5	2

Component B

(used for 2-point responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Component B

(used for 2-point responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element
or
- implies an explanation of the literary element
or
- has an unclear explanation of the literary element

AND

- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

IMPORTANT NOTICE

Component B Module 3

The passage, “Exchange” by Ray Bradbury © 1986, Don Congdon Associates, Inc., can not be posted on the web site because of copyright restrictions. We apologize for this inconvenience.

Passage II

To You

To sit and dream, to sit and read,
To sit and learn about the world
Outside our world of here and now—
Our problem world—
5 To dream of vast horizons of the soul
Through dreams made whole,
Unfettered,¹ free—help me!
All you who are dreamers too,
Help me to make our world anew.
10 I reach out my dreams to you.

—Langston Hughes

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¹ unfettered: unchained

Multiple-Choice Questions

Directions (1–5): Select the best suggested answer to each question and write its number in the space provided on the answer sheet. The questions may help you think about ideas and information you might want to use in your written responses. You may return to these questions any time you wish.

Passage I (short story excerpt): Questions 1–3 refer to Passage I.

- 1 In lines 16 through 18, the description of Miss Adams' behavior suggests that she
 - (1) is upset with her assistant
 - (2) needs new eyeglasses
 - (3) is extremely tired
 - (4) may be getting ill

- 2 The description that Miss Adams is “trying to bring light out of shadow” (line 32) means that she
 - (1) is trying to remember the captain
 - (2) wishes that the street lamp were brighter
 - (3) seldom sees adults at the library
 - (4) may be losing her eyesight

- 3 When the captain says, “I’m hungry now” (line 49), he means that he
 - (1) wishes to return to New York
 - (2) looks forward to his next train trip
 - (3) has fond memories of Miss Adams
 - (4) needs to fill an emptiness in his life

Passage II (poem): Questions 4–5 refer to Passage II.

- 4 The phrase “To dream of vast horizons of the soul” (line 5) most nearly means to dream about
 - (1) traveling
 - (2) big spaces
 - (3) untapped possibilities
 - (4) solar systems and stars

- 5 The speaker hopes to
 - (1) become a better student
 - (2) heal the problem-filled world
 - (3) understand the dreams of others
 - (4) spend more time talking about problems

Short-Response Questions

Directions (6–7): Write your responses to questions 6 and 7 in the space provided on the answer sheet.

6 Write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about reading. Develop your controlling idea using specific examples and details from each passage.

7 Choose a specific literary element (e.g., theme, characterization, structure, point of view, etc.) or literary technique (e.g., symbolism, irony, figurative language, etc.) used by **one** of the authors and, using specific details from that passage, show how the author uses that element or technique to develop the passage.

QUESTION #6

Component B - Module 3 - Question # 6

Reading can open new doors and lead one to previously unheard of possibilities. In the short story "Exchange" by Ray Bradbury, the captain that enters the library feels that he must read because he is missing something in his life. The quote "You ever smell new books? ... like fresh bread when you're hungry. I'm hungry now, but don't even know what for," demonstrates this. The captain feels that by reading, he will feel more fulfilled. The line that reads "Children who fingerpainted or cartooned frontispieces, High school students ... departing with mindless songs," helps prove the point by contrasting what the library is meant for (reading) with pointless activities that children and teens might engage in.

The poem "To You" by Langston Hughes also supports this point. "To sit and learn about the world ... To dream of vast horizons of the soul," supports the controlling idea because it explains how learning and reading can benefit the world, and directly affect oneself. The poem also supports the idea through the line "Help me to make our world anew," which is again, about how reading can change the world for the better.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Reading can open new doors and lead one to previously unheard of possibilities*) is supported with clear and appropriate details from both texts (*the captain ... feels that he must read because he is missing something in his life ... "You ever smell new books? ... Like fresh bread when you're hungry. I'm hungry now, but don't even know what for," ... The captain feels that by reading, he will feel more fulfilled ... "Children who fingerpainted or cartooned ... High school students ... departing with mindless songs," helps prove the point by contrasting what the library is meant for (reading) with pointless activities and "To sit and learn about the world ... To dream of vast horizons of the soul," ... explains how learning and reading can benefit the world, and directly affect oneself ... "Help me to make our world anew," ... how reading can change the world for the better*). Language use is appropriate and errors in conventions (missing commas; *Know*; *world*, *and*) do not hinder comprehension.

Component B - Module 3 - Question # 6

Reading is a cherished pasttime. It is able to take people away from everyday life and feel better about themselves. In passage I, the young soldier seemed overwhelmed with his military job and went to the library as if it were a sanctuary. He felt at home in the library and happier. In the second passage, the speaker talks about the problems in the world. He feels that if people read and become more knowledgeable, they can help solve problems in the world.

Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Reading is a cherished pasttime. It is able to take people away from everyday life and feel better about themselves*) is supported with clear and appropriate details from both texts (*the young soldier seemed overwhelmed with his military job and went to the library as if it were a sanctuary. He felt at home in the library and happier and the speaker talks about the problems in the world. He feels that if people read and become more knowledgeable, they can help solve problems in the world*). Language use is appropriate, although occasionally imprecise (*his military job*), and errors in conventions (*pasttime* and *It is able to take ... and feel*) do not hinder comprehension.

Reading is important and can bring people together. In Exchange the officer and librarian ^{are} reunited because of their love for books and although they don't necessarily remember each other they show a respect for each other because of reading. In To You the message the author is sending is reading is a gate way to share ideas and dreams and in line ten he says "I reach out my dreams to you."

Score Point: 1

The response has a controlling idea (*Reading is important and can bring people together*), supported with overly general information from the first text (*the officer and librarian are reunited because of their love for books and although they don't necessarily remember each other they show a respect for each other because of reading*) and partial information from the second text (*the message the author is sending is reading is a gate way to share ideas and dreams and in line ten he says "I reach out my dreams to you"*). Language use is appropriate and errors in conventions (missing commas, *don't*, *gate way*) may hinder comprehension.

In both passages, they talk about reading and dreams and this problem world. In passage one, it talks about how all these children and adults come to the library to read and learn, all excited. In passage two, it talks about how reading and dreaming help us to make more sense of our world and how people want to help others understand their dreams.

Score Point: 1

The response has an unclear controlling idea (*reading and dreams and this problem world*), supported with overly general information from the first text (*how all these children and adults come to the library to read and learn, all excited*) and partial information from the second text (*how reading and dreaming help us to make more sense of our world and how people want to help others understand their dreams*). Language use is appropriate and errors in conventions (*reading and dreams and*) do not hinder comprehension.

Component B - Module 3 - Question # 6

From reading you can learn more than you ever knew about any topic. Or you could use books to relate to a friend. You can also use reading just to open your views. Books are filled with mass amounts of facts and knowledge, any person could find an answer to almost every question with books.

Score Point: 0

The response provides only a personal response to reading, demonstrating no understanding of the task. There is no reference to either text.

PRACTICE SET

Component B - Module 3 - Question # 6

Exchange by Ray Bradbury and To You by Langston Hughes share the common idea of the world. In Exchange, Bradbury uses the children and all the work to be done in the library as a symbol for the problems going on in the world. "There were too many cards in the file, too many books on the shelves, too many children laughing in the children's room, too many newspapers to fold and stash on the racks..." In To You, Hughes has people dreaming of a better world, saying "all you who are dreamers too, help me to make our world anew." Both passages have the world in common.

Reading satisfies our mind's desires. In the excerpt the captain says books are "like fresh bread when you're hungry." He ~~does~~ does not literally mean the books are food. He means they satisfy the mind's hunger for knowledge. Similarly ~~in~~ in the poem books teach the speaker about the world.

Component B - Module 3 - Question # 6

Reading allows you to be who you are.

In passage one it shows you that the librarian is Miss Adam's life. She meets ~~many~~ people everyday

and gets to enjoy being around books. Even when she gets overwhelmed books seem to still be in her

life. In passage two, the author tells about

sitting and reading and sitting and dreaming.

When he reads, he dreams of the world and

making it a better place. He will dream of

a world that is perfect. A world that

allows you to dream and be free. Through books

he became a dreamer and someone who wants

to better the world. Through books both authors

became who they are today, caring people who

can only dream.

Both passages tell different stories about how one may find joy in reading. When the man said he was now hungry, I took it as he wanted to read a book again to fill him with knowledge.

Component B - Module 3 - Question # 6

Reading is something that brings all sorts of people together. It provides a form of communicating ideas that links them and draws them closer, providing a common ground. Examples of this can be seen in both the passage "Exchange," an excerpt from a short story by Ray Bradbury, and "To You," a poem by Langston Hughes. In "Exchange," Bradbury describes the various people who come to the library staffed by Miss Adams; "adults and children" (line 7) as well as "children who fingerpainted or cartooned frontspieces" and "high school students arriving with laughter." (lines 18-20) In "To You," Hughes calls all "dreamers" like himself to action, "to make our world anew," (lines 8-9) because through reading, they can see the problems in our world, dream of ways to fix them, and then actualize those dreams. The reading brings them together.

COMPONENT B, Module 3
ITEM 6
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response has an unclear controlling idea (*the world*), supported with partial information from both texts (*Bradbury uses the children and all the work to be done in the library as a symbol for the problems going on in the world. "There were too many cards in the file, too many books on the shelves, too many children laughing in the children's room, too many newspapers to fold and stash on the racks and Hughes has people dreaming of a better world, saying "all you who are dreamers too, help me to make our world anew"*). Language use is appropriate and errors in conventions (missing commas) do not hinder comprehension.

2. Score Point: 1

The response has a controlling idea (*Reading satisfies our mind's desires*), supported with partial information from the first text (*the captain says books are "Like fresh bread when you're hungry." He does not literally mean the books are food. He means the Satisfy the mind's hunger Knowledge*) and overly general information from the second text (*books teach the speaker about the world*). Language use is appropriate, although occasionally imprecise (*the* for "they"), and errors in conventions (*our mind's desires, exerpt, Satisfy, hunger Knowledge* for "hunger for knowledge," *poem books*) do not hinder comprehension.

3. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Reading allows you to be who you are*) is supported with clear and appropriate details from both texts (*the library is Miss Adam's life. She meets people everyday and gets to enjoy being around books. Even when she gets overwhelmed books seem to still be in her life and the author tells about sitting and reading and sitting and dreaming. When he reads, he dreams of the world and making it a better place ... A world that allows you to dream and be free. Through books he became a dreamer and someone who wants to better the world*). Language use is appropriate, although occasionally imprecise (*everyday* for "every day"), and errors in conventions (*passage one it, library, overwhelmed, Through books he, Through books both*) do not hinder comprehension.

4. Score Point: 1

The response has a controlling idea (*How one may find Joy in Reading*), supported with overly general information from only the first text (*When The man Said he was now hungry ... he wanted to read a book again to fill him with knowledge*). Language use is appropriate, although occasionally imprecise (*to fill him*), and errors in conventions (inappropriate capitalization and *hungry I*) do not hinder comprehension.

5. Score Point: 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Reading is something that brings all sorts of people together*) is supported with clear and appropriate details from both texts (*Bradbury describes the various people who come to the Library staffed by Miss Adams; “adults and children” ... “children who fingerpainted or cartooned frontispieces” and “high school students arriving with laughter” and Hughes calls all “dreamers” like himself to action, “to make our world anew” ... because through reading, they can see the problems in our world, dream of ways to fix them, and then actualize those dreams*). Language use is appropriate and errors in conventions (*Library*) do not hinder comprehension.

QUESTION #7

Component B - Module 3 - Question # 7

When writing "To You", Langston Hughes used a certain rhyme scheme to help convey his point. Throughout the poem, different sets of lines rhyme with each other helping to create a whimsical, sort of dreamy tone, which in turn also helps to get his point across. His entire poem is about how reading and listening to different forms of writing could help to free people and to change the world we have made for the better. If he had perhaps written in a bland, more matter of fact tone, rather than a jubilant more lyrical sounding way, the reader would not have easily bought into what he was saying. The way Langston Hughes writes helps to make his ~~the~~ readers think, rather than just to absorb and forget.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of how rhyme scheme is used to set the tone to explain the author's point of view in Passage II, supported with clear and appropriate evidence from the text (*different sets of lines rhyme ... helping to create a whimsical, sort of dreamy tone, which ... helps to get his point across ... reading and listening to different forms of writing could help to free people and to change the world ... for the better. If he had perhaps written in a bland, more matter of fact tone, rather than a jubilant more lyrical sounding way, the reader would not have easily bought into what he was saying. The way Langston Hughes writes helps ... his readers think, rather than just absorb and forget*). Language use is appropriate, although occasionally imprecise (*world we have made* and *rather than just to*), and errors in conventions do not hinder comprehension.

Langston Hughes' poem packs many literary elements into ten short lines, but perhaps one of the most important is the theme of the poem. Reading frees the soul. Hughes suggests that reading allows the soul to dream, and because of that, the soul is free. Reading frees dreams and in turn frees the world. If you can read, you can escape all the pressures and problems the world may hand you. Reading frees the world.

Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of theme in Passage II (*Reading frees the soul*), supported with clear and appropriate evidence from the text (*reading allows the soul to dream, and because of that, the soul is free. Reading frees dreams and in turn frees the world. If you can read, you can escape all the pressures and problems the world may hand you. Reading frees the world*). Language use is appropriate and errors in conventions (*and in turn frees*) do not hinder comprehension.

I Passage 1 by Ray Bradbury one literary element that was used in the story exchange was symbolism. He stayed "There were too many cards in the file" hes is saying that there were were too many people in the library and it was hard to keep every one under controll

Score Point: 1

The response provides an explanation of the literary technique of symbolism in Passage I (*hes is saying that there were were too many people in the library and it was hard to Keep every one under controll*), supported with partial information from the text ("*There were too many cards in the file*"). Language use is occasionally imprecise (*I* for "In," *stayed* for "said," *there were were*) and errors in conventions (missing commas, *exchange, Keep, every one, controll*) may hinder comprehension.

In Passage I, there is an increased use of personification that helps to develop the essay. In the story titled "Exchange" by Ray Bradbury, Miss Adams is discovered as a weary, tired librarian who meets with a man from the past. The reader can see an insight into her life and that helps to develop the story and helps us to understand the relationship between the captain and the librarian. Personification helps in many ways to help understand meaning.

Score Point: 1

The response has an unclear explanation of the literary technique of personification in Passage I (*The reader can see an insight into her life and that helps to develop the story and ... to understand the relationship between the captain and the librarian*), supported with partial information from the text (*Miss Adams is discovered as a weary, tired librarian who meets with a man from the past*). Language use is appropriate, although occasionally imprecise (*Miss Adams is discovered as, can see an insight, Personification helps ... to help*), and errors in conventions (*librarian and life and that*) may hinder comprehension.

Component B - Module 3 - Question # 7

The theme was good for passage
fab because the way he expressed his
Self it goes Right with the theme

Score Point: 0

The response demonstrates no understanding of the text. Although the response chooses theme as a literary element, there is no support from the text.

PRACTICE SET

Component B - Module 3 - Question # 7

In passage one the author uses point of view. He uses the point of view of the librarian. She has not seen this man for many, many years. He is hungry for the memories he once had, and only ~~she~~ she can fill ~~it~~ it for him.

Component B - Module 3 - Question # 7

One literary technique shown in "Exchange" by Ray Bradbury is symbolism. Throughout the passage many symbols are used. One symbol is her glasses and they represent her knowledge and wisdom on her older age. The books also represents knowledge and learning and how much there is available and how available they are to someone. Also a symbol is shown when the officer comes after hours to the library and smells the book. It shows how no matter when you return to it, learning and knowledge is always there and it draws you back in and is very comforting. These symbols are all connected to knowledge and are represented in the work "Exchange" by Ray Bradbury

Component B - Module 3 - Question # 7

The poem shows mostly point of view by telling and showing how the Author wants change when the Author says "To dream of vast horizons of the soul" She wants to change the world. But she knows she cannot do it by her self.

Component B - Module 3 - Question # 7

The poem "To You," by Langston Hughes, is short, but full of literary devices, in particular, parallelism, which emphasizes a theme of the poem. By repeating the phrase "To sit and..." in front of three consecutive clauses, the poem reinforces both the relaxing nature of the actions, as well as the thought-provoking nature. Dreaming is the first action that occurs while sitting, and can be both mindless and contemplative. Simple daydreaming about vacation or a loved one does not require much thought, but serious dreaming about "vast horizons of the soul," on the other hand, does. Similarly, reading, the second action mentioned in the parallelism, can also be casual or serious. Sitting and reading any book for fun is clearly relaxing, while trying to read something to enhance one's potential or gain a clearer understanding of the world is thought-provoking. Finally, sitting and learning can be both mind-numbing or enhancing. Learning very basic things is dull, while learning how to mend the "problem world... of here and now," on the other hand, is a serious endeavor. The parallelism created by the phrase "To sit and..." emphasizes these three actions and their dual purposes.

Component B - Module 3 - Question # 7

In Passage I called "Exchange," the author uses the literary element known as characterization. To show the reader a visual image of Miss Adams, the author says that she "pushed her gray hair back over her lined brow, adjusted her gold-rimmed pince-nez." Telling the reader that she has gray hair and that she wears glasses.

COMPONENT B, Module 3
ITEM 7
PRACTICE SET ANNOTATIONS

1. Score Point: 1

The response has an unclear explanation of the literary element of point of view in Passage I (*He uses the point of view of the librarian*), supported with partial information from the text (*She has not seen this man for many, many years. He is hungry for the memories he once had, and only she can fill it for him*). Language use is appropriate and errors in conventions (*one the* and a missing period) do not hinder comprehension.

2. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage I (*These symbols are all connected to knowledge*), supported with clear and appropriate evidence from the text (*her glasses ... represent her knowledge and wisdom in her older age; books ... represents knowledge and learning and how much there is available and how available they are to someone; when the officer comes after hours to the library and smells the book. It shows how no matter when you return to it, learning and knowledge is always there and it draws you back in and is very comforting*). Language use is appropriate and errors in conventions (missing commas, *books ... represents*, a missing period) do not hinder comprehension.

3. Score Point: 1

The response provides an explanation of the literary element of point of view in Passage II (*how the Author wants change*), supported with partial information from the text (*when the Author says "To dream of vast horizons of the soul" She wants to change the world. But she knows she cannot do it by her self*). Language use is appropriate and errors in conventions (*veiw*, inappropriate capitalization, missing commas, *her self*) do not hinder comprehension.

4. Score Point: 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of parallelism to explain the theme in Passage II (*By repeating the phrase “To sit and ... in front of three consecutive clauses, the poem reinforces both the relaxing nature of the actions, as well as the thought-provoking nature*), supported with clear and appropriate evidence from the text (*Dreaming ... while sitting ... can be both mindless and contemplative. Simple daydreaming about vacation or a loved one does not require much thought, but serious dreaming about “vast horizons of the soul,” ... does; reading ... can also be casual or serious. Sitting and reading any book for fun is clearly relaxing, while trying to read something to enhance one’s potential or gain a clearer understanding of the world is thought-provoking; sitting and learning can be both mind-numbing or enhancing. Learning very basic things is dull, while learning how to mend the “problem world ... of here and now,” ... is a serious endeavor*). Language use is appropriate and errors in conventions (*devices, in; a missing quotation mark; both ... or*) do not hinder comprehension.

5. Score Point: 1

The response has an unclear explanation of the literary element of characterization in Passage I (*To show the reader a visual image of Miss Adams*), supported with partial information from the text (*she “pushed her gray hair back over her lined brow, adjusted her gold-rimmed pince-nez.” Telling the reader that she has gray hair and that she wears glasses*). Language use is appropriate and errors in conventions (*pince-nez.” Telling*) do not hinder comprehension.