

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Monday, January 26, 2015 — 9:15 a.m. to 12:15 p.m., only

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

The examination has three parts. For Part 1, you are to read the texts and answer all 24 multiple-choice questions. For Part 2, you are to read the texts and write one source-based argument. For Part 3, you are to read the text and write a text-analysis response. The source-based argument and text-analysis response should be written in pen. Keep in mind that the language and perspectives in a text may reflect the historical and/or cultural context of the time or place in which it was written.

When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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

Nine years ago Pyotr Sergeyitch, the deputy prosecutor, and I were riding towards evening in haymaking time to fetch the letters from the station.

5 The weather was magnificent, but on our way back we heard a peal of thunder, and saw an angry black storm-cloud which was coming straight towards us. The storm-cloud was approaching us and we were approaching it. ...

Then the first wave raced through the rye and a field of oats, there was a gust of wind, and the dust flew round and round in the air. Pyotr Sergeyitch laughed and spurred on his horse. “It’s fine!” he cried, “it’s splendid!”

10 Infected by his gaiety, I too began laughing at the thought that in a minute I should be drenched to the skin and might be struck by lightning.

Riding swiftly in a hurricane when one is breathless with the wind, and feels like a bird, thrills one and puts one’s heart in a flutter. By the time we rode into our courtyard the wind had gone down, and big drops of rain were pattering on the grass and on the roofs. There was not a soul near the stable. ...

15 “What a crash!” said Pyotr Sergeyitch, coming up to me after a very loud rolling peal of thunder when it seemed as though the sky were split in two. “What do you say to that?”

He stood beside me in the doorway and, still breathless from his rapid ride, looked at me. I could see that he was admiring me.

20 “Natalya Vladimirovna,” he said, “I would give anything only to stay here a little longer and look at you. You are lovely to-day.”

His eyes looked at me with delight and supplication,¹ his face was pale. On his beard and moustache were glittering raindrops, and they, too, seemed to be looking at me with love.

25 “I love you,” he said. “I love you, and I am happy at seeing you. I know you cannot be my wife, but I want nothing, I ask nothing; only know that I love you. Be silent, do not answer me, take no notice of it, but only know that you are dear to me and let me look at you.” ...

“You say nothing, and that is splendid,” said Pyotr Sergeyitch. “Go on being silent.”

30 I felt happy. I laughed with delight and ran through the drenching rain to the house; he laughed too, and, leaping as he went, ran after me.

Both drenched, panting, noisily clattering up the stairs like children, we dashed into the room. My father and brother, who were not used to seeing me laughing and lighthearted, looked at me in surprise and began laughing too. ...

35 When I went to bed I lighted a candle and threw my window wide open, and an undefined feeling took possession of my soul. I remembered that I was free and healthy, that I had rank and wealth, that I was beloved; above all, that I had rank and wealth, rank and wealth, my God! how nice that was!... Then, huddling up in bed at a touch of cold which reached me from the garden with the dew, I tried to discover whether I loved Pyotr Sergeyitch or not,... and fell asleep unable to reach any conclusion. ...

¹supplication — a humble plea

40 And what happened afterwards? Why—nothing. In the winter when we lived in town
Pyotr Sergeyitch came to see us from time to time. Country acquaintances are charming
only in the country and in summer; in the town and in winter they lose their charm. When
you pour out tea for them in the town it seems as though they are wearing other people’s
45 coats, and as though they stirred their tea too long. In the town, too, Pyotr Sergeyitch spoke
sometimes of love, but the effect was not at all the same as in the country. In the town we
were more vividly conscious of the wall that stood between us: I had rank and wealth, while
he was poor, and he was not even a nobleman, but only the son of a deacon and a deputy
50 public prosecutor; we both of us—I through my youth and he for some unknown reason—
thought of that wall as very high and thick, and when he was with us in the town he would
criticize aristocratic society with a forced smile, and maintain a sullen silence when there
was anyone else in the drawing-room. There is no wall that cannot be broken through, but
the heroes of the modern romance, so far as I know them, are too timid, spiritless, lazy, and
55 oversensitive, and are too ready to resign themselves to the thought that they are doomed
to failure, that personal life has disappointed them; instead of struggling they merely
criticize, calling the world vulgar and forgetting that their criticism passes little by little into
vulgarity.

I was loved, happiness was not far away, and seemed to be almost touching me; I went
on living in careless ease without trying to understand myself, not knowing what I expected
or what I wanted from life, and time went on and on.... People passed by me with their
60 love, bright days and warm nights flashed by, the nightingales sang, the hay smelt fragrant,
and all this, sweet and overwhelming in remembrance, passed with me as with everyone
rapidly, leaving no trace, was not prized, and vanished like mist.... Where is it all?

My father is dead, I have grown older; everything that delighted me, caressed me, gave me
hope—the patter of the rain, the rolling of the thunder, thoughts of happiness, talk of
65 love—all that has become nothing but a memory, and I see before me a flat desert distance;
on the plain not one living soul, and out there on the horizon it is dark and terrible. ...

A ring at the bell.... It is Pyotr Sergeyitch. When in the winter I see the trees and
remember how green they were for me in the summer I whisper:

“Oh, my darlings!”

70 And when I see people with whom I spent my spring-time, I feel sorrowful and warm
and whisper the same thing. ...

Not knowing what to say I ask him:

“Well, what have you to tell me?”

“Nothing,” he answers. ...

75 I thought of the past, and all at once my shoulders began quivering, my head dropped,
and I began weeping bitterly. I felt unbearably sorry for myself and for this man, and
passionately longed for what had passed away and what life refused us now. And now I did
not think about rank and wealth.

I broke into loud sobs, pressing my temples, and muttered:

80 “My God! my God! my life is wasted!”

And he sat and was silent, and did not say to me: “Don’t weep.” He understood that I
must weep, and that the time for this had come. ...

—Anton Chekhov
excerpted from “A Lady’s Story”
The Schoolmistress and Other Stories, 1920
translated by Constance Garnett
Chatto & Windus

- 1 The primary function of lines 1 and 2 is to
 - (1) establish a setting of the story
 - (2) present the central idea of the story
 - (3) provide analysis of new characters
 - (4) create a mysterious atmosphere

 - 2 Pyotr’s reaction to the storm in lines 7 and 8 reflects his
 - (1) calm manner (3) excessive pride
 - (2) unworthy character (4) carefree attitude

 - 3 What is revealed about the narrator in lines 32 and 33?
 - (1) She rarely reveals her intelligence.
 - (2) She is usually a very serious person.
 - (3) She does not want to alarm her father.
 - (4) She is unwilling to act like an adult.

 - 4 The reference to Pyotr’s “forced smile” and “sullen silence” in line 50 reveals his
 - (1) contempt for status
 - (2) indifference to wealth
 - (3) fear of commitment
 - (4) lack of confidence

 - 5 Lines 59 through 62 contribute to a central idea in the text by depicting the
 - (1) passing of youth
 - (2) uncertainty of love
 - (3) futility of hope
 - (4) intolerance of society

 - 6 In line 65, the phrase “flat desert distance” is used by the narrator to describe her
 - (1) physical location (3) foreseeable future
 - (2) social mobility (4) unfeeling nature

 - 7 Why does Natalya “not think about rank and wealth” in line 78?
 - (1) She has lost her father.
 - (2) She has wasted her inheritance.
 - (3) She has followed her conviction.
 - (4) She has realized her mistake.

 - 8 Lines 81 and 82 develop a central idea by depicting a
 - (1) sense of loss
 - (2) lack of comfort
 - (3) desire for memories
 - (4) longing for attention

 - 9 The author structures the text around references to
 - (1) similar locations
 - (2) changing seasons
 - (3) family interactions
 - (4) societal interferences
-

Reading Comprehension Passage B

ON LIVING

I

Living is no laughing matter:

you must live with great seriousness
like a squirrel, for example—

I mean, without looking for something beyond and above living,

5 I mean living must be your whole life.

Living is no laughing matter:

you must take it seriously,
so much so and to such a degree

10 that, for example, your hands tied behind your back,
your back to the wall,

or else in a laboratory

in your white coat and safety glasses,
you can die for people—

15 even for people whose faces you've never seen,

even though you know living

is the most real, the most beautiful thing.

I mean, you must take living so seriously

that even at seventy, for example, you'll plant olive trees—

and not for your children, either,

20 but because although you fear death you don't believe it,
because living, I mean, weighs heavier.

II

Let's say we're seriously ill, need surgery—

which is to say we might not get up
from the white table.

25 Even though it's impossible not to feel sad
about going a little too soon,

we'll still laugh at the jokes being told,
we'll look out the window to see it's raining,
or still wait anxiously

30 for the latest newscast...

Let's say we're at the front—

for something worth fighting for, say.

There, in the first offensive, on that very day,
we might fall on our face, dead.

35 We'll know this with a curious anger,
but we'll still worry ourselves to death
about the outcome of war, which could last years.

Let's say we're in prison

and close to fifty,

40 and we have eighteen more years, say,
before the iron doors will open.

GO RIGHT ON TO THE NEXT PAGE ➡

We'll still live with the outside,
 with its people and animals, struggle and wind—
 I mean with the outside beyond the walls.
 45 I mean, however and wherever we are,
 we must live as if we will never die.

III

This earth will grow cold,
 a star among stars
 and one of the smallest,
 50 a gilded mote on blue velvet—
 I mean *this*, our great earth.
 This earth will grow cold one day,
 not like a block of ice
 or a dead cloud even
 55 but like an empty walnut it will roll along
 in pitch-black space...
 You must grieve for this right now
 —you have to feel this sorrow now—
 for the world must be loved this much
 60 if you're going to say "I lived"...

—Nazim Hikmet
Poems of Nazim Hikmet, 1994
 translated by Randy Blasing and Mutlu Konuk
 Persea Books

- | | |
|---|---|
| <p>10 The narrator's purpose in the first stanza is to</p> <ul style="list-style-type: none"> (1) explain the importance of science (2) determine the reason people die (3) propose an attitude toward life (4) encourage an appreciation of nature <p>11 The words "weighs heavier" (line 21) imply that</p> <ul style="list-style-type: none"> (1) aging is a challenge (2) family is a burden (3) the future is impossible to predict (4) life is a greater responsibility than death <p>12 Lines 38 through 46 illustrate the narrator's belief that prison</p> <ul style="list-style-type: none"> (1) prevents the full understanding of life (2) confines the body but should not confine the spirit (3) demands many years but should not lead to death (4) leads to the acceptance of death | <p>13 As used in line 50, the word "mote" is closest in meaning to a</p> <ul style="list-style-type: none"> (1) globe (2) vision (3) speck (4) planet <p>14 Which lines best reflect a central theme in the text?</p> <ul style="list-style-type: none"> (1) "I mean living must be your whole life. / Living is no laughing matter:" (lines 5 and 6) (2) "you can die for people— / even for people whose faces you've never seen," (lines 13 and 14) (3) "Let's say we're at the front— / for something worth fighting for, say." (lines 31 and 32) (4) "This earth will grow cold, / a star among stars" (lines 47 and 48) |
|---|---|

Reading Comprehension Passage C

A few years ago the City Council of Monza, Italy, barred pet owners from keeping goldfish in curved fishbowls. The sponsors of the measure explained that it is cruel to keep a fish in a bowl because the curved sides give the fish a distorted view of reality. Aside from the measure's significance to the poor goldfish, the story raises an interesting philosophical question: How do we know that the reality we perceive is true?

The goldfish is seeing a version of reality that is different from ours, but can we be sure it is any less real? For all we know, we, too, may spend our entire lives staring out at the world through a distorting lens.

In physics, the question is not academic. Indeed, physicists and cosmologists are finding themselves in a similar predicament to the goldfish's. For decades we have strived to come up with an ultimate theory of everything—one complete and consistent set of fundamental laws of nature that explain every aspect of reality. It now appears that this quest may yield not a single theory but a family of interconnected theories, each describing its own version of reality, as if it viewed the universe through its own fishbowl.

This notion may be difficult for many people, including some working scientists, to accept. Most people believe that there is an objective reality out there and that our senses and our science directly convey information about the material world. Classical science is based on the belief that an external world exists whose properties are definite and independent of the observer who perceives them. In philosophy, that belief is called realism. ...

Do Not Attempt To Adjust The Picture

The idea of alternative realities is a mainstay of today's popular culture. For example, in the science-fiction film *The Matrix* the human race is unknowingly living in a simulated virtual reality created by intelligent computers to keep them pacified and content while the computers suck their bioelectrical energy (whatever that is). How do we know we are not just computer-generated characters living in a Matrix-like world? If we lived in a synthetic, imaginary world, events would not necessarily have any logic or consistency or obey any laws. The aliens in control might find it more interesting or amusing to see our reactions, for example, if everyone in the world suddenly decided that chocolate was repulsive or that war was not an option, but that has never happened. If the aliens did enforce consistent laws, we would have no way to tell that another reality stood behind the simulated one. It is easy to call the world the aliens live in the "real" one and the computer-generated world a false one. But if—like us—the beings in the simulated world could not gaze into their universe from the outside, they would have no reason to doubt their own pictures of reality.

The goldfish are in a similar situation. Their view is not the same as ours from outside their curved bowl, but they could still formulate scientific laws governing the motion of the objects they observe on the outside. For instance, because light bends as it travels from air to water, a freely moving object that we would observe to move in a straight line would be observed by the goldfish to move along a curved path. The goldfish could formulate scientific laws from their distorted frame of reference that would always hold true and that would enable them to make predictions about the future motion of objects outside the bowl. Their laws would be more complicated than the laws in our frame, but simplicity is a matter of taste. If the goldfish formulated such a theory, we would have to admit the goldfish's view as a valid picture of reality. ...

Glimpses Of The Deep Theory

In the quest to discover the ultimate laws of physics, no approach has raised higher hopes—or more controversy—than string theory. String theory was first proposed in the 1970s as an attempt to unify all the forces of nature into one coherent framework and,

50 in particular, to bring the force of gravity into the domain of quantum¹ physics. By the early
1990s, however, physicists discovered that string theory suffers from an awkward issue:
there are five different string theories. For those advocating that string theory was the
unique theory of everything, this was quite an embarrassment. In the mid-1990s
researchers started discovering that these different theories—and yet another theory called
supergravity—actually describe the same phenomena, giving them some hope that they
would amount eventually to a unified theory. The theories are indeed related by what
physicists call dualities, which are a kind of mathematical dictionaries for translating
concepts back and forth. But, alas, each theory is a good description of phenomena only
55 under a certain range of conditions—for example at low energies. None can describe every
aspect of the universe.

String theorists are now convinced that the five different string theories are just
different approximations to a more fundamental theory called M-theory. (No one seems to
know what the “M” stands for. It may be “master,” “miracle” or “mystery,” or all three.)
60 People are still trying to decipher the nature of M-theory, but it seems that the traditional
expectation of a single theory of nature may be untenable² and that to describe the universe
we must employ different theories in different situations. Thus, M-theory is not a theory in
the usual sense but a network of theories. It is a bit like a map. To faithfully represent the
entire Earth on a flat surface, one has to use a collection of maps, each of which covers
65 a limited region. The maps overlap one another, and where they do, they show the same
landscape. Similarly, the different theories in the M-theory family may look very different,
but they can all be regarded as versions of the same underlying theory, and they all predict
the same phenomena where they overlap, but none works well in all situations.

Whenever we develop a model of the world and find it to be successful, we tend to
70 attribute to the model the quality of reality or absolute truth. But M-theory, like the
goldfish example, shows that the same physical situation can be modeled in different ways,
each employing different fundamental elements and concepts. It might be that to describe
the universe we have to employ different theories in different situations. Each theory may
have its own version of reality, but according to model-dependent realism, that diversity is
75 acceptable, and none of the versions can be said to be more real than any other. It is not the
physicist’s traditional expectation for a theory of nature, nor does it correspond to our
everyday idea of reality. But it might be the way of the universe.

—Stephen Hawking and Leonard Mlodinow
excerpted from “The (Elusive) Theory of Everything”
Scientific American, October 2010

¹quantum — a small, indivisible unit of energy

²untenable — indefensible

- 15 The authors' anecdote about pet owners in Monza, Italy, serves to introduce a
- (1) proof of a universal world view
 - (2) measure that is objectionable to scientists
 - (3) central question about the way we see
 - (4) philosophical question about what we value
- 16 The primary purpose of lines 9 through 14 is to clarify the
- (1) need for a single theory
 - (2) role of the senses in understanding
 - (3) possibility of other life in the universe
 - (4) origin of alternative theories
- 17 How do lines 17 through 19 develop a claim?
- (1) by providing details about a philosophical challenge faced by scientists
 - (2) by showing how scientists should handle alternate realities
 - (3) by arguing for an approach that scientists have always followed
 - (4) by explaining how scientists should view a philosophical approach
- 18 The reference to *The Matrix* in lines 20 through 24 is used to emphasize the questioning of our
- (1) virtues
 - (2) perception
 - (3) education
 - (4) ideals
- 19 The references to goldfish in lines 33 through 42 contribute to the authors' purpose by suggesting that
- (1) people's theories are influenced by their viewpoints
 - (2) nature's mysteries are best left undiscovered
 - (3) reality can only be determined by an outside perspective
 - (4) light must be viewed under similar circumstances
- 20 As used in line 45 of the text, what does the word "coherent" mean?
- (1) balanced
 - (2) indisputable
 - (3) popular
 - (4) understandable
- 21 The authors' reference to "a collection of maps" (line 64) is used to help clarify
- (1) a complex theory
 - (2) a historical concept
 - (3) the representation of space
 - (4) the limitations of previous theories
- 22 The function of lines 73 through 77 is to
- (1) argue for a specific theory
 - (2) suggest that theories relate to expectations
 - (3) describe the way differing theories should co-exist
 - (4) evaluate theories based on specific needs
- 23 With which statement would the authors most likely agree?
- (1) The perception of the universe can never be questioned.
 - (2) There is a single, agreed upon theory of reality.
 - (3) There are multiple realities that are possible to prove.
 - (4) The understanding of the universe continues to change.
- 24 The authors attempt to engage the audience through the use of
- (1) absolute statements
 - (2) real world examples
 - (3) detailed descriptions
 - (4) simple questions

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 11 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 extinct species be brought back into existence?

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 whether extinct species should be brought back into existence. 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 whether extinct species should be brought back into existence
- 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 – 3Qs: The Ethics of Species ‘De-extinction’

Text 2 – Bringing Them Back to Life

Text 3 – Case Against Species Revival

Text 4 – The Case Against De-Extinction: It’s a Fascinating but Dumb Idea

Text 1

3Qs: The Ethics of Species ‘De-extinction’

5 Scientists are closing in on the capacity to clone extinct species using biotechnology and DNA samples from the ancient past, a process that is called “de-extinction.” The prospect of bringing back extinct species was discussed last week at a conference hosted by National Geographic and TEDx, in which many conservationists, geneticists, and biotechnologists supported the idea. We asked Ronald Sandler, a professor of philosophy at Northeastern and author of the new book *The Ethics of Species*, to share his take on what has been described as the “mind-blowing idea of the year.”

10 Extinction occurs when there are no longer living members of a species. To say that the woolly mammoth, passenger pigeon, and thylacine¹ are extinct is just to say that there are none left alive in the world. It is common in conservation biology and environmental ethics to claim that “extinction is forever.” This is thought to be part of what makes human-caused extinctions so bad—extinction does not just involve the death of individual organisms, but the permanent elimination of a form of life. However, it now appears that it is possible to use biotechnology to create living individuals of species that have gone extinct, perhaps even species that have been extinct for hundreds or thousands of years (so long as useable DNA samples are available in preserved specimens). This is “de-extinction.”

15 Part of what motivates those working on de-extinction are the scientific and technological challenges involved. It would be an incredible scientific accomplishment to be able to create organisms of a species that has been extinct for some time, such as the passenger pigeon or mammoth. (There have already been efforts to use established cloning techniques to bring back individuals of species that have been extinct for only a few years, such as the bucardo, a Spanish ibex.²) There is also a desire, on the part of many people, to see living examples of extinct animals (or plants), particularly charismatic or culturally valued ones, such as the ivory-billed woodpecker or thylacine. Some have claimed that bringing back species that were caused to go extinct by human practices would, to some extent, help make up for the wrong of the extinction. Finally, it may be that the biotechnologies and techniques involved can be used to help conservation biologists in their efforts to preserve highly endangered species. For example, it could help increase the genetic diversity of small populations or those in captive breeding programs. ...

20 Finally, it is crucial that our approaches to species conservation can, as much as possible, scale to the extinction crises we face—potentially thousands of species going extinct each year. The only way to do this is by aggressively reducing the causes of extinction, including habitat destruction, climate change, pollution, and extraction. De-extinction does not do this, and it is important that it not reduce the urgency with which we address the causes of extinction and that it not divert resources from efforts to conserve currently existing species. So while de-extinction would be scientifically amazing and there is nothing intrinsically wrong with it, it is important to keep it in proper perspective from a species conservation perspective.

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30
35
—Angela Herring
excerpted from “3Qs: The Ethics of Species ‘De-extinction’”
<http://phys.org>, March 25, 2013

¹thylacine — large carnivore

²ibex — mountain goat

Text 2

Bringing Them Back to Life

... The notion of bringing vanished species back to life—some call it de-extinction—has hovered at the boundary between reality and science fiction for more than two decades, ever since novelist Michael Crichton unleashed the dinosaurs of Jurassic Park¹ on the world. For most of that time the science of de-extinction has lagged far behind the fantasy. Celia’s clone is the closest that anyone has gotten to true de-extinction. Since witnessing those fleeting minutes of the clone’s life, [Alberto] Fernández-Arias, now the head of the government of Aragon’s Hunting, Fishing and Wetlands department, has been waiting for the moment when science would finally catch up, and humans might gain the ability to bring back an animal they had driven extinct. ...

I met Fernández-Arias last autumn at a closed-session scientific meeting at the National Geographic Society’s headquarters in Washington, D.C. For the first time in history a group of geneticists, wildlife biologists, conservationists, and ethicists had gathered to discuss the possibility of de-extinction. Could it be done? Should it be done? One by one, they stood up to present remarkable advances in manipulating stem cells, in recovering ancient DNA, in reconstructing lost genomes. As the meeting unfolded, the scientists became increasingly excited. A consensus was emerging: De-extinction is now within reach. ...

In *Jurassic Park* dinosaurs are resurrected for their entertainment value. The disastrous consequences that follow have cast a shadow over the notion of de-extinction, at least in the popular imagination. But people tend to forget that Jurassic Park was pure fantasy. In reality the only species we can hope to revive now are those that died within the past few tens of thousands of years and left behind remains that harbor intact cells or, at the very least, enough ancient DNA to reconstruct the creature’s genome. Because of the natural rates of decay, we can never hope to retrieve the full genome of *Tyrannosaurus rex*, which vanished about 65 million years ago. The species theoretically capable of being revived all disappeared while humanity was rapidly climbing toward world domination. And especially in recent years we humans were the ones who wiped them out, by hunting them, destroying their habitats, or spreading diseases. This suggests another reason for bringing them back. ...

Other scientists who favor de-extinction argue that there will be concrete benefits. Biological diversity is a storehouse of natural invention. Most pharmaceutical drugs, for example, were not invented from scratch—they were derived from natural compounds found in wild plant species, which are also vulnerable to extinction. Some extinct animals also performed vital services in their ecosystems, which might benefit from their return. Siberia, for example, was home 12,000 years ago to mammoths and other big grazing mammals. Back then, the landscape was not moss-dominated tundra but grassy steppes. Sergey Zimov, a Russian ecologist and director of the Northeast Science Station in Cherskiy in the Republic of Sakha, has long argued that this was no coincidence: The mammoths and numerous herbivores maintained the grassland by breaking up the soil and fertilizing it with their manure. Once they were gone, moss took over and transformed the grassland into less productive tundra. ...

¹Jurassic Park — park in science-fiction novel, *Jurassic Park*, where dinosaurs are brought back to life

40 De-extinction advocates counter that the cloning and genomic engineering technologies
being developed for de-extinction could also help preserve endangered species, especially
ones that don't breed easily in captivity. And though cutting-edge biotechnology can be
expensive when it's first developed, it has a way of becoming very cheap very fast. "Maybe
45 some people thought polio vaccines were a distraction from iron lungs,"² says George
Church. "It's hard in advance to say what's distraction and what's salvation." ...

—Carl Zimmer
excerpted and adapted from "Bringing Them Back to Life"
<http://ngm.nationalgeographic.com>, April 2013

²iron lung — medical ventilator that enables a person to breathe

Text 3

Case Against Species Revival

In the movie *Jurassic Park*, a tree extinct for millions of years delights the paleobotanist. Then a sauropod eats its leaves. This movie later shows us how to re-create the dinosaur but not how to grow the tree, which at that size would be perhaps a hundred or more years old, or how to do so metaphorically overnight. To sustain even a single dinosaur, one would need
5 thousands of trees, probably of many species, as well as their pollinators and perhaps their essential symbiotic fungi.

De-extinction intends to resurrect single, charismatic species, yet millions of species are at risk of extinction. De-extinction can only be an infinitesimal part of solving the crisis that now sees species of animals (some large but most tiny), plants, fungi, and microbes going
10 extinct at a thousand times their natural rates. “But wait”—claim de-extinction’s proponents. “We want to resurrect passenger pigeons and Pyrenean ibex, not dinosaurs. Surely, the plants on which these animals depend still survive, so there is no need to resurrect them as well!” Indeed, botanic gardens worldwide have living collections of an impressively large fraction of the world’s plants, some extinct in the wild, others soon to be
15 so. Their absence from the wild is more easily fixed than the absence of animals, for which de-extinction is usually touted.

Perhaps so, but other practical problems abound: A resurrected Pyrenean ibex will need a safe home, not just its food plants. Those of us who attempt to reintroduce zoo-bred
20 species that have gone extinct in the wild have one question at the top of our list: Where do we put them? Hunters ate this wild goat to extinction. Reintroduce a resurrected ibex to the area where it belongs and it will become the most expensive *cabrito* ever eaten. If this seems cynical, then consider the cautionary tale of the Arabian oryx, returned to Oman from a captive breeding program. Their numbers have declined so much that their home, designated as a UNESCO World Heritage site, was summarily removed from the register. ...

In every case, without an answer to “where do we put them?”—and to the further
25 question, “what changed in their original habitat that may have contributed to their extinction in the first place?”—efforts to bring back species are a colossal waste.

De-extinction is much worse than a waste: By setting up the expectation that
30 biotechnology can repair the damage we’re doing to the planet’s biodiversity, it’s extremely harmful for two kinds of political reasons.

Fantasies of reclaiming extinct species are always seductive. It is a fantasy that *real*
35 scientists—those wearing white lab coats—are using fancy machines with knobs and digital readouts to save the planet from humanity’s excesses. In this fantasy, there is none of the messy interaction with people, politics, and economics that characterizes my world. There is nothing involving the real-world realities of habitat destruction, of the inherent conflict between growing human populations and wildlife survival. Why worry about endangered species? We can simply keep their DNA and put them back in the wild later. ...

The second political problem involves research priorities. I work with very poor people
40 in Africa, Brazil, and Madagascar. Rich only in the diversity of life amid which they eke out their living, they generate no money for my university. Too many other universities equate excellence with funds generated, not with societal needs met. Over my career, molecular biologists flourished as university administrators drooled over their large grants and their expensive labs. Field-based biology withered. Many otherwise prominent universities have no schools of the environment, no ecology departments, no professors of conservation. It
45 was all too easy to equate “biology” with molecules and strip faculty positions and facilities from those who worked in the field. De-extinction efforts can only perpetuate that trend.

50 Conservation is about the ecosystems that species define and on which they depend. Conservation is about finding alternative, sustainable futures for peoples, for forests, and for wetlands. Molecular gimmickry simply does not address these core problems. At worst, it seduces granting agencies and university deans into thinking they are saving the world. It gives unscrupulous developers a veil to hide their rapaciousness,¹ with promises to fix things later. It distracts us from guaranteeing our planet's biodiversity for future generations.

—Stuart Pimm
excerpted from “Case Against Species Revival”
<http://news.nationalgeographic.com>, March 12, 2013

¹rapaciousness — greed

Text 4

The Case Against De-Extinction: It's a Fascinating but Dumb Idea

... So what are the objections to an effort to start making amends for anthropogenic¹ extinctions by trying to restore the victims to life? The soundest scientific reason, in my view, is misallocation of effort. It is much more sensible to put all the limited resources for science and conservation into *preventing* extinctions, by tackling the causes of demise: habitat destruction, climate disruption, pollution, overharvesting, and so on. Spending millions of dollars trying to de-extinct a few species will not compensate for the thousands of populations and species that have been lost due to human activities, to say nothing of restoring the natural functions of their former habitats. ...

Resurrecting a population and then re-inserting it into habitats where it could supply the ecosystem services of its predecessor is a monumentally bigger project than recreating a couple of pseudomammoths to wander around in a zoo. The passenger pigeon is often mentioned as a target for de-extinction. Passenger pigeons once supplied people with abundant meat and likely helped to suppress Lyme disease. To create even a single viable population might well require fabricating a million birds or so, since the species apparently survived by a strategy of predator saturation. And if the swarm were synthesized, where could it be introduced? The vast forests the pigeons required are partly gone and badly fragmented at best, and one of the birds' food sources, the American chestnut, is functionally extinct. The passenger pigeon's previous habitat is utterly transformed, and if humanity does not very quickly and substantially curb greenhouse gas releases, the pigeon's old homeland will likely be completely unrecognizable in less than a century. In practical terms, in the near future in which action is required, extinction is certainly "forever."...

De-extinction thus seems far-fetched, financially problematic, and extremely unlikely to succeed on a planet continually being vastly transformed by human action. There are also risks beyond failure. Resurrected, previously benign organisms could become pests in new environments, might prove ideal reservoirs or vectors of nasty plagues, or might even harbor dangerous retroviruses in their genomes. But frankly, I think such problems will probably prove minor compared to the main problem, which is "moral hazard."

Moral hazard is a term invented by economists for a situation where one becomes more willing to take a risk when the potential costs will be partly borne by others. For example, if a person can get government flood insurance, she is more likely to build a beachfront home, worrying less about the risks of sea level rise. The problem is that if people begin to take a "Jurassic Park" future seriously, they will do even less to stem the building sixth great mass extinction event. We are already seeing species extinctions occurring at a rate at least an order of magnitude above prehistoric "background" rates (those outside of the past five mass extinction events), and that gives weight to the extreme seriousness of the current population extinction crisis. And while the critical problem of climate disruption tends to engross the attention of environmentally concerned people, the erosion of biodiversity is potentially equally crucial. The disasters to be caused by climate disruption could be resolved in a few hundred thousand years; recovery from a sixth mass extinction could easily take five or ten *million* years.

Right now the biggest moral hazard on the environmental front is created by the folly of "geoengineering" — the idea that, if humanity fails to limit the flux of greenhouse gases dramatically in the near future, overheating of the earth could be prevented by any one of a series of crackpot schemes. Biodiversity loss has not achieved the prominence of climate

¹anthropogenic — resulting from human activity

45 disruption, and it may not do so. But I've already had questions in classes and after speeches about the prospect of engineering biodiversity back into existence — always implying that “biodiversity” is giant ground sloths, ivory-billed woodpeckers, and the like. Moral hazard is already there, and if people ever wake up to their connections to the rest of the living world, it is sure to grow. ...

—Paul R. Ehrlich
excerpted from “The Case Against De-Extinction:
It’s a Fascinating but Dumb Idea”
<http://e360.yale.edu>, January 13, 2014

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

Text

...I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation,¹ unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like² as to put to rout all that was not life, to cut a broad swath³ and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean,⁴ why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God, and have *somewhat hastily* concluded that it is the chief end of man here to “glorify God and enjoy him forever.”...

Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito’s wing that falls on the rails. Let us rise early and fast, or break fast, gently and without perturbation;⁵ let company come and let company go, let the bells ring and the children cry, — determined to make a day of it. Why should we knock under and go with the stream? Let us not be upset and overwhelmed in that terrible rapid and whirlpool called a dinner, situated in the meridian shallows. Weather this danger and you are safe, for the rest of the way is down hill. With unrelaxed nerves, with morning vigor, sail by it, looking another way, tied to the mast like Ulysses. If the engine whistles, let it whistle till it is hoarse for its pains. If the bell rings, why should we run? We will consider what kind of music they are like. Let us settle ourselves, and work and wedge our feet downward through the mud and slush of opinion, and prejudice, and tradition, and delusion and appearance, that alluvion⁶ which covers the globe, through Paris and London, through New York and Boston and Concord, through church and state, through poetry and philosophy and religion, till we come to a hard bottom and rocks in place, which we can call *reality*, and say, This is, and no mistake; and then begin, having a *point d’appui*,⁷ below freshet⁸ and frost and fire, a place where you might found a wall or a state, or set a lamppost safely, or perhaps a gauge, not a Nilometer, but a Realometer, that future ages might know how deep a freshet of shams and appearances had gathered from time to time. If you stand right fronting and face to face to a fact, you will see the sun glimmer on both its surfaces, as if it were a cimeter,⁹ and feel its sweet edge dividing you through the heart and marrow, and so you will happily conclude your mortal career. Be it life or death, we crave only reality. If we are really dying, let us hear the rattle in our throats and feel cold in the extremities; if we are alive, let us go about our business.

Time is but the stream I go a-fishing in. I drink at it; but while I drink I see the sandy bottom and detect how shallow it is. Its thin current slides away, but eternity remains. I would drink deeper; fish in the sky, whose bottom is pebbly with stars. I cannot count one.

¹resignation — patient acceptance

²Spartan-like — simply

³swath — long strip

⁴mean — inferior, lowly, of little value

⁵perturbation — disturbance

⁶alluvion — flood

⁷*point d’appui* — point of support

⁸freshet — overflowing stream

⁹cimeter — sword

40 I know not the first letter of the alphabet, I have always been regretting that I was not wise
as the day I was born. The intellect is a cleaver; it discerns and rifts its way into the secret
of things. I do not wish to be any more busy with my hands than is necessary. My head is
hands and feet. I feel all my best faculties concentrated in it. My instinct tells me that my
45 head is an organ for burrowing, as some creatures use their snout and fore-paws, and with
it I would mine and burrow my way through these hills. I think that the richest vein is
somewhere hereabouts; so by the divining rod and thin rising vapors I judge; and here I will
begin to mine.

—Henry D. Thoreau
excerpted from *Walden*, 1910
Thomas Y. Crowell & Co.

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SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department’s web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link “Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts (Common Core). More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. The scoring key for this exam is provided below. **If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Correct Answers				
Part 1				
1 1	6 3	10 3	15 3	20 4
2 4	7 4	11 4	16 4	21 1
3 2	8 1	12 2	17 1	22 3
4 1	9 2	13 3	18 2	23 4
5 1		14 1	19 1	24 2

Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.



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

**New York State Regents Examination in English Language Arts (Common Core)
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6	5	4	3	2	1
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	<p>-introduce a precise and insightful claim, as directed by the task</p> <p>-demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>-introduce a precise and thoughtful claim, as directed by the task</p> <p>-demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>-introduce a precise claim, as directed by the task</p> <p>-demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>-introduce a reasonable claim, as directed by the task</p> <p>-demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims</p>	<p>-introduce a claim</p> <p>-demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims</p>	<p>-do not introduce a claim</p> <p>-do not demonstrate analysis of the texts</p>
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	<p>-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas briefly, making use of some specific and relevant evidence to support analysis</p> <p>-demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant</p> <p>-demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present little or no evidence from the texts</p> <p>-do not make use of citations</p>
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	<p>-exhibit skillful organization of ideas and information to create a cohesive and coherent essay</p> <p>-establish and maintain a formal style, using sophisticated language and structure</p>	<p>-exhibit logical organization of ideas and information to create a cohesive and coherent essay</p> <p>-establish and maintain a formal style, using fluent and precise language and sound structure</p>	<p>-exhibit acceptable organization of ideas and information to create a coherent essay</p> <p>-establish and maintain a formal style, using precise and appropriate language and structure</p>	<p>-exhibit some organization of ideas and information to create a mostly coherent essay</p> <p>-establish but fail to maintain a formal style, using primarily basic language and structure</p>	<p>-exhibit inconsistent organization of ideas and information, failing to create a coherent essay</p> <p>-lack a formal style, using some language that is inappropriate or imprecise</p>	<p>-exhibit little organization of ideas and information</p> <p>-are minimal, making assessment unreliable</p> <p>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts</p>
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<p>-demonstrate control of conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable</p>

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

People have often dreamed about bringing extinct creatures back to life, as is often seen in futuristic sci-fi movies, books, and other media. This fantasy, however, is soon to become a reality due to the power of biotechnology and a process that researchers call "de-extinction." This idea has been gaining popularity recently, largely because of the implications it gives off: humans have come so far as to be able to essentially revive what have been determined as permanently dead species. Many scientists and common people alike have been latching on to this idea as it is becoming more and more of a reality. However, what many people fail to realize is that de-extinction might not be the best idea. Bringing extinct species back to life will potentially cause many different problems, including the mutation of ecosystems, the revitalization of archaic diseases, and the increase of apathy towards currently endangered species. Of course, there are research benefits and the overall miraculousity of the whole process, but in summation, the idea is not favorable to the human society of today.

Many people think that bringing back extinct species would cause a shift for the better in the health of our environment, as they would restore it to its original state. In text 2, lines 31-39, it is argued that the return of the woolly mammoth to Siberia would help to bring the land back to grassy steppes from the current tundra. However, this is likely not to be the case. Since ecosystems have evolved with the creatures that live there, it is doubtful to think that the revived species would even survive there in the first place, with new predators and many

As stated in Text 4, lines 9-20, even if scientists are able to reconstruct a species, it is an enormous feat to rebuild the original habitat from whence the species originally came. There is the option of producing and breeding these species in captivity, but at that point, there really is little to no reason to reintroduce the species in the first place. It is morally unjust to recreate these creatures specifically for the purpose of research and entertainment, and releasing them back into the wild will just create problems for the creatures and the environment alike.

The issue of reviving species also begs the question of the negatives that are brought along with it: what will these creatures bring? If they do manage to survive in some new habitat, there is always the possibility that some new disease or illness might spread and will further destroy the world's ecosystem. Similarly to the impacts of the Columbian Exchange on the Native Americans, these new, or old, diseases could cause the mass destruction of the human population. These creatures could possibly restart an illness that has gone extinct over time that we do not have an immediate vaccine for, or could do something similar to the plants and animals around them. There is the possibility of new research stemming from this revitalization, but not without a large threat along with it.

Researchers have also yet to consider the psychological impacts that come with de-extinction. If we are to bring

back only extinct species with great success, then what is the point of even protecting endangered species in the first place? Also, if the destruction of the natural habitats of some species are the reason for its extinction, then what good is it to stop ruining those environments if we can just bring back the species? In Text 3, lines 34-37, this concept is detailed. Simply recreating a species takes away from what was originally the problem in the first place. De-extinction does not solve the problem, it just skirts around it. What people really need to be focusing on is not fulfilling a science-fiction fantasy, but is conserving the ecosystems that we are currently destroying. Reviving fallen species will only create a bigger issue: growing apathy.

The thought of bringing back an extinct species is something that was previously only thought to be a futuristic fantasy, and was left to the sci-fi producers of the world. However, as science and research advances, people start to get increasingly greedy and apathetic. The problem of extinction cannot simply be solved through de-extinction; it must be solved through both revived but first precaution and conservation.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task, noting that while the *fantasy* of de-extinction *is soon to become a reality, de-extinction might not be the best idea, and de-extinction is not favorable to the human society of today*. 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, stating that *it is morally unjust to recreate these creatures specifically for the purpose of research and entertainment, and releasing them back into the wild will just create problems for the creatures and the environment*. The essay presents ideas fully and thoughtfully (*Since ecosystems have evolved with the creatures that live there, it is doubtful to think that the revived species would even survive there in the first place, with new predators and prey; there is always the possibility that some new disease or illness might spread and will further destroy the world's ecosystem; Simply recreating a species takes away from what was originally the problem*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*Bringing extinct species back to life will potentially cause many different problems, including the mutation of ecosystems, the revitalization of archaic diseases, and the increase of apathy towards currently endangered species*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*in Text 2, lines 31-39 and in Text 3, lines 34-37*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, declaring opposition to de-extinction, identifying areas of concern, addressing identified claims put forth in support of de-extinction, and then countering them through a discussion of *the health of our environment, the world's ecosystem, the psychological impacts that come with de-extinction*. The essay establishes and maintains a formal style, using sophisticated language and structure (*People have often dreamed about bringing extinct creatures back to life, as is often seen in futuristic sci-fi movies, books, and other media and the issue of reviving species also begs the question of the negatives that are brought along with it*) with few exceptions (*miraculousity and similarly*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Since the beginning of time, humans have been strategically shaping the world so that they may not only survive, but also prosper. Plants, animals, and the earth itself are continually used for human benefit. Over time, this attitude that mankind is free to manipulate the world in its favor has become detrimental to the environment. Entire species that once thrived have been destroyed at the hands of the humans. With science advancing, it is now feasible that these species could be revived. Though it may seem to be an incredibly heroic venture, bringing back extinct species is just another example of humans attempting to control and manipulate the world. De-extinction is an irresponsible idea that will only create more environmental issues.

The idea is irresponsible in many ways, the first being that its motives are corrupt. Scientists seem to care more about the magnitude of this feat, should it be achieved than actually saving extinct species. They are most concerned ~~that~~ with the "scientific and technological challenges" this would conquer (Text 1, lines 17-18). Furthermore, some believe that bringing back species that ~~have~~ ~~been~~ ~~made~~ were made extinct due in part to human actions would "make up for the wrong" done upon the species (Text 1, lines 25-26). Surely anyone who could successfully execute this plan would be hailed as a genius and a hero, but scientists are so blinded by this, they fail to recognize ~~how~~ ^{how} unrealistic it is. They would have to create at least a million* animals in order to have a sustainable species (Text 4, lines 13-15). Additionally, they would need a place for all of these animals to live. Keeping them in a zoo would be a waste and obviously only beneficial to humans. However, many of their natural habitats and food sources no longer exist (Text 3, lines 17-20). To try to bring animals back

into existence without plans to address these issues would just make more problems.

Another potentially negative result of de-extinction would be a disruption to the current environment. Species have learned to live without these extinct animals, so reintroducing them and offsetting the balance that has developed would be problematic. What's more, "previously benign organisms could become pests in new environments" (Text 4, lines 24-25). They may carry viruses that humans are not prepared to deal with. Finally, spending money and ~~the~~ time on this would compete with the efforts to prevent extinction and otherwise preserve our natural world (Text 3, lines 40-44).

The only way to truly save the earth is for humans to let go of their control on the environment. If we stop manipulating and destroying the earth far less species will disappear. De-extinction, though an innovative concept, is far too problematic to be carried out. It is our responsibility to stop interfering with nature, rather than constantly trying ~~to~~ fix it.

Anchor Level 6-B

The essay introduces a precise and insightful claim, as directed by the task (*Though it may seem to be an incredibly heroic venture, bringing back extinct species is just another example of humans attempting to control and manipulate the world. De-extinction is an irresponsible idea that will only create more environmental issues*). 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 [*Furthermore, some believe that bringing back species that were made extinct due in part to human actions would "make up for the wrong" done upon the species (Text 1, lines 25-26). Surely anyone who could successfully execute this plan would be hailed as a genius and a hero, but scientists are so blinded by this, they fail to recognize how unrealistic it is*]. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [*However, many of their natural habitats and food sources no longer exist (Text 3, lines 17-20) and Finally, spending money and time on this would compete with the efforts to prevent extinction and otherwise preserve our natural world (Text 3, lines 40-44)*]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, lines 13-15)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first stating that *this attitude that mankind is free to manipulate the world in its favor has become detrimental to the environment*, then presenting information to show how de-extinction is *irresponsible, unrealistic, and problematic*, and concluding by stating that *it is our responsibility to stop interfering with nature, rather than constantly trying to fix it*. The essay establishes and maintains a formal style, using sophisticated language and structure (*Since the beginning of time, humans have been strategically shaping the world so that they may not only survive, but also prosper*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Our world has changed significantly since the pre-historic age. The environment we have today is very different from that when *Tyrannosaurus rex* flourished. The idea of de-extinction sounds exciting and fascinating but with changes in the world's ecosystems, it's not such a great idea. Species have grown and developed so much that bringing back past life forms wouldn't help ~~those~~ those currently living or those "de-extincted" to move on or create new life. The best way to move our society forward is through conservation, not de-extinction.

Text 2, *Bringing Them Back to Life*, describes various scientists ~~who~~ who become "increasingly excited" when they discuss their research and realize that "De-extinction is now within reach" (Lines 10-16). Some scientists see de-extinction as a way to "help make up for the wrong of the extinction," which human habits caused (Text 1, lines 24-26). Some scientists hold that de-extinction will help preserve "wild plant species, which are also vulnerable to extinction" and may be valuable to the pharmaceutical industry (Text 2, lines 29-31). In addition, extinct animals ~~made~~ made vital services in their certain ecosystems 12,000 years ago, which may benefit with their return. However, there's no evidence that bringing these animals back will help their ecosystems today. They've changed since these animals have gone extinct. How do we know that the consequences of bringing these animals back won't harm their ecosystems? Or drastically change the way other animals live today? As Text 1 states, species conservation not de-extinction is the most effective way to address the problem of extinction (lines 30-38).

Text 3, *The Case Against Species Revival*, explains how

de-extinction plans to bring back "single ~~one~~ charismatic species" while ignoring millions of other living creatures in danger of becoming extinct (lines 7-8). Lines 19-24 show the reader the thought of if we do bring back extinct animals, and put them back in their natural habitats, will they just be hunted to extinction again? Text 3 also raised the question, "what changed in their original habitat that may have contributed to their extinction in the first place?" (lines 26-27) If we bring them back just to be extinct again, then aren't we just wasting time and ~~our~~ money? The text states that "the expectation that biotechnology can repair the damage we're doing to the planet's biodiversity" is "harmful" (Text 3, lines 28-30). I agree with Text 3, "Conservation is about finding alternative, sustainable futures for peoples, for forests, and for wetlands" (lines 48-49).

Text 4, The Case Against De-Extinction: It's a Fascinating but Dumb Idea, ~~also~~ adds information against the thought of de-extinction. Lines 3-8 state how it would be ~~more~~ more sensible to spend the time and money into preserving species and preventing them from ~~extinction~~ extinction. Then the text explains how some extinct animals no longer have their natural food source because that as well, is extinct (lines 18-20). With the way our world is changing we can't just bring ^{back} an old species and expect them to fit right in back to their normal routine. They would change with the world's changes just like they did before, to produce new organisms and other species. We can't expect everything to stay the same as it once was. Text 4 gives the reader examples and ideas against de-extinction.

De-extinction is a ~~one~~ fascinating idea and sounds exciting but can have harmful affects on the way we live now

and on our future. No one can predict the true outcome of what de-extinction could do. Texts 2, 3, and 4 show different sides of the issue and raise open-ended questions to which no one has the answer for. De-extinction is not a good idea, and I believe that conservation, not de-extinction, should be the way to move our world forward.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Species have grown and developed so much that bringing back past life forms wouldn't help those currently living or those "de-extincted" to move on or create new life*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*However, there's no evidence that bringing these animals back will help their ecosystems today. They've changed since these animals have gone extinct*) and to distinguish the claim from alternate or opposing claims [*As Text 1 states, species conservation not de-extinction is the most effective way to address the problem of extinction (lines 30-38)*]. The essay presents ideas fully and thoughtfully (*With the way our world is changing we can't just bring back an old species and expect them to fit right in back to their normal routine. They would change with the world's changes just like they did before to produce new organisms and other species*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*if we do bring back extinct animals, and put them back in their natural habitats, will they just be hunted to extinction again?* and *If we bring them back just to be extinct again, then aren't we just wasting time and money?*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 1, lines 24-26)* and *Text 3 also raised... (lines 26-27)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the claim against de-extinction, proposing conservation instead. The first supporting paragraph addresses the opposing claim and the second and third supporting paragraphs analyze and support conservation as preferable to de-extinction. The essay concludes with a strong repetition of the claim (*conservation, not de-extinction, should be the way to move our world forward*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The best way to move our society forward is through conservation, not de-extinction*). The essay demonstrates control of the conventions exhibiting occasional errors (*florished; perserve; Or drastically change the way other animals live today?; that as well; worlds changes*) only when using sophisticated language.

The process "de-extinction" is the ability to clone extinct species using biotechnology and DNA samples from the past. De-extinction is supported by "many conservationists, geneticists, and biotechnologists" (Text 1, line 4). However, having a Jurassic Park mentality ~~when~~ when it comes to resurrecting ~~and~~ dead species is both naive and shortsided. "It is much more sensible to put all limited resources for science and conservation into preventing extinctions" (Text 4 lines 3-4) than it is to rely solely on the outlandish resource that is de-extinction.

The idea that one can simply bring a species back from the dead and face no repercussions is impractical and foolish. When determining the life of a certain ~~species~~ organism, one has to keep in mind the many factors that affect it. ~~Modern~~ Plants' "absence from the wild is more easily fixed than the absence of animals, for which de-extinction is usually touted" (Text 3 lines 15-16). For example, "the passenger ~~bird~~ pigeon is often mentioned as a target for de-extinction" (Text 4 lines 11-12). Although seemingly a good idea, the passenger pigeon's main food source is the American chestnut which is also basically extinct. When deciding whether or not to recreate ecosystems of formerly extinct organisms, the topic of plant life and climate is often not considered. ~~The~~ Resources and organisms go hand in hand and ~~often~~ when reintroducing species to formerly unknown environments, the extinction of existing organisms is put at risk.

Another million dollar question when deciding whether or not ~~the~~ ~~beneficial~~ de-extinction is ^{beneficial} ~~good~~ is: "where do we put them?" (Text 3, lines 19-20)

If one simply puts a formerly extinct animal into the wild they are jeopardizing the risk of the organism being hunted. ~~one~~ A formerly extinct animal will (understandably) cause ~~an~~ ^{awe} amazement within its global community. Not only are extinct animals at risk of being a pretty reward for hunters, they also risk dying for the exact same reasons they did before. Like stated ~~before~~, not only will the passenger pigeon not have the American chestnut, it will also be thrown into a transformed habitat that will be "completely unrecognizable in a century" (Text less than a century, Text 4 line 20) because of human's pollution and deadly greenhouse gases. In order to truly protect a formerly extinct organism ^{one} ~~they~~ must ~~be~~ conserved ^{it} in zoos or research communities which is unnecessary time and effort. Also, one can argue that ~~forcing~~ ~~an~~ ~~animal~~ preventing an animal from being "free" is hardly reason to "de-extinct" it at all.

Lastly, and the most important reason to disagree with "de-extinction" is ~~the~~ that it is a lazy solution to a ^{consistent} ~~constant~~ problem. "Conservation is about ~~the~~ ~~ecosystems~~ finding alternative, sustainable futures for peoples, for forests, and for wetlands." (Text 3 lines 48-49). De-extinction "will" reduce the ~~effect~~

urgency with which we address the causes of extinction." (Text 1 lines 34-35) De-extinction makes scientists and government officials seem like "heroes" that are bettering the world, however, in their efforts they are simply putting a small band-aid on an already huge wound. ~~Wonder~~ The goal shouldn't be to "take back" the damage, but to preventing more damage from happening. ~~again~~. "By tackling causes of demise: habitat destruction, climate disruption, pollution, overhunting..." (Text 4, lines 4-5) ~~we~~ the world will become a safer, better place for all organisms. It is a foolish, short-sided idea to bring previously extinct animals into a world that fails to properly shelter the animals already in it. Many animals are already endangered and ~~decreasing~~ ^{nearing} extinction. ~~Priority~~ priority should be to those organisms, not new ones. Although de-extinction seems outlandish, wonderful, and "good", it is not. De-extinction ~~process~~ is "far-fetched, financially problematic, and extremely unlikely to ~~occur~~ succeed on a planet continually being vastly transformed by human actions" (Text 4, lines 22-23). ~~Yes~~ It isn't good to recreate the past, and although it seems like a good idea, extinct animals should stay extinct.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*having a Jurassic Park mentality when it comes to resurrecting dead species is both naive and shortsided*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Resources and organisms go hand in hand and when reintroducing species to formerly unknown environments, the extinction of existing organisms is put at risk*) and to distinguish the claim from alternate or opposing claims (*De-extinction makes scientists and government officials seem like “heroes” that are bettering the world, however, in their efforts they are simply putting a small band-aid on an already huge wound*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [*it will also be thrown into a transformed habitat that will be “completely unrecognizable in less than a century” (text 4 line 20) because of human’s pollution and deadly greenhouse gases and De-extinction will “reduce the urgency with which we address the causes of extinction” (text 1 lines 34-35)*]. The essay demonstrates proper citation of sources [(*text 1, line 4*) and (*text 3 lines 15-16*)] to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph that defines de-extinction and states a claim and counterclaim. Each of the three supporting paragraphs addresses an aspect of the counterclaim and then refutes it (*The idea that one can simply bring a species back from the dead and face no repercussions is impractical and foolish and Lastly, and the most important reason to disagree with “de-extinction” is that it is a lazy solution to a consistent problem*). The conclusion appropriately sums up the essay (*although it seems like a good idea, extinct animals should stay extinct*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*When determining the life of a certain organism, one has to keep in mind the many factors that affect it and Also, one can argue that preventing an animal from being “free” is hardly reason to “de-extinct” it at all*). The essay demonstrates control of the conventions, exhibiting occasional errors (*repercussions; absence; one... they; world, however*) only when using sophisticated language.

Science and technology have made major advancements in genetics in the last 10 years. As a result, scientists everywhere are coming closer and closer to the ability to genetically "de-extinct" previously extinct species. This, however, raises a lot of controversy. There are many arguments both for and against "de-extinction." The main question asked is, "Should extinct species be brought back into existence?"

One could easily agree that extinct species should be brought back into existence. The benefits of the use of this technology would clearly outweigh the negatives. In Text 1 (lines 26-28), it says, "... biotechnologies and techniques involved can be used to help conservation biologists in their efforts to preserve highly endangered species." In addition, in Text 1 (lines 28-29), it says, "For example, it could be used to help increase the genetic diversity of small populations or those in captive breeding programs." Both of these points are valid. Not only would de-extinction help to preserve highly endangered species, but it would also help to protect smaller populations from going extinct. This would help to ensure that the populations of endangered animals would stay high enough so that extinction would never occur in the first place. In Text 2 (lines 25-27) it says, "And especially in recent years we humans were the ones who wiped them out, by hunting them, destroying their habitats, or spreading diseases. This suggests another reason for bringing them back..." In addition, Text 2 (lines 28-29) says, "Other scientists that favor de-extinction argue that there will be concrete benefits. Biological diversity is a storehouse of natural invention." Both of these points made in Text 2

are very important. Since we wiped many of the recent extincted animals out because of our own actions, it should be our responsibility to bring them back and restore what we have damaged ourselves. Also, there are other "concrete" benefits in de-extinction. Among those are the restoration of natural wildlife and the restoration of natural wildlife diversity. This would further benefit the ecosystem and help to repair what we have damaged as humans.

Although some people may argue that the negatives outweigh the benefits; this is not true. In Text 3 (lines 19-20), it says, "Where do we put them?" Text 3 (lines 17-18) also says, "A resurrected Pyrenean ibex will need a safe home, not just its food plants." This however is not true. If species were de-extincted in mass numbers and placed into an environment, they would be able to survive. This is because a species can adapt to an environment over a relatively short period of time. Although a great number of the species might die at first, certain ones will survive and reproduce. In Text 3 (lines 26-27) it also says, "what changed in their original habitat that might have contributed to their extinction in the first place." This is true that the environment may have changed where the species used to live, but scientists must take into consideration what their original environment was like and place de-extincted species in them. This would ensure that the de-extincted species would live on rather than die out.

"De-extinction" is the result of numerous science and technological benefits within the last 10 years. These

advancements have finally made it near possible to "bring back" species that went extinct within the last 10,000 years. The benefits of the use of this type of technology would greatly outweigh the "negative" side effects. The benefits include the increasing of diversity and the resurrection of species that we caused to become extinct most recently and species that benefit us through medical purposes. The negatives are said to be that there would be nowhere for "de-extincted" species to live. This, however, can be solved if scientists study the habitats of extinct species and place them in a similar environment or somewhere where they can easily adapt to their surroundings and grow in great numbers.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*Not only would de-extinction help to preserve highly endangered species, but it would also help to protect smaller populations from going extinct*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This would help to ensure that the populations of endangered animals would stay high enough so that extinction would never occur in the first place and This would further benefit the ecosystem and help to repair what we have damaged as humans*) and to distinguish the claim from alternate or opposing claims (*Although some people may argue that the negatives outweigh the benefits; this is not true*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Since we wiped many of the recent extincted animals out because of our own actions, it should be our responsibility to bring them back and restore what we have damaged ourselves and Among these are the restoration of natural wildlife and the restoration of natural wildlife diversity*). The essay demonstrates proper citation of sources [*In Text 2, (lines 25-27) and (In Text 3, lines 26-27)*] to avoid plagiarism when dealing with direct quotes and paraphrased material. This essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, by first raising the question regarding the use of de-extinction, then providing evidence and analysis to support de-extinction, followed with a discussion of the opposing claims and concluding with a detailed summary of the argument (*The benefits include the increasing of diversity and the resurrection of species that we caused to become extinct most recently and species that benefit us through medical purposes*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*One could easily agree that extinct species should be brought back into existence and Although a great number of the species might die at first, certain ones will survive and reproduce*). The essay demonstrates partial control, exhibiting occasional errors (*existence, recent extincted animals, benefits; this is, This however is*) that do not hinder comprehension.

The idea of being able to bring back extinct species is, although interesting, improbable and a waste of time. This is primarily because the species that are extinct, are extinct for a reason. Survival of the fittest is the cause for a lot of cases of extinction but, also human interaction ~~is~~ has caused numerous cases of extinction.

Putting time and money toward de-extinction sounds noble but, will end up being a waste. This is because people forget to think about the causes of extinction for these species. Most of the species that are now extinct have died out because of some sort of disruption in their habitat or ~~the~~ climate they ~~the~~ would thrive in. These are essential to their survival and as the earth ages, the habitats and climates change too. Recreating ~~as~~ species may sound cool, but once a species is created, their ability to survive is dependent on ~~how~~ how well they can integrate into a habitat. If the habitat that they are meant to survive in does not exist then, there will not be survival. Instead of putting time and money toward de-extinction people should be working on trying to stop extinction from happening by preserving habitats and keeping pollution down (Text 4, 3-5). ~~By~~ By doing this, a much larger number of species will be saved than the amount that would result from de-extinction.

Not only would de-extinction be a waste of resources but, also the effects from it ~~a~~ would

be much more complicated than anticipated for example, once a species is resurrected, their habitat that they once lived in would also need to be ~~re~~ created for them to live in (text 3, 4-6). Also, alot of these ~~animals~~ species ~~would~~ may end up living in captivity instead of in the wild. This would end up being very costly and potentially controversial. This ~~be~~ said, ~~the~~ use of de-extinction could potentially be used to preserve endangered species from extinction (text 2, 41). Putting effort into this would be a better use of resources because some of the species ~~is~~ that are endangered struggle to reproduce.

Anchor Level 4–A

The essay introduces a precise and thoughtful claim, as directed by the task (*The idea of being able to bring back extinct species is, although interesting, improbable and a waste of time*). The response demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*This be said, the use of de-extinction could potentially be used to preserve endangered species from extinction*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Instead of putting time and money toward de-extinction people should be working on trying to stop extinction from happening by preserving habitats and keeping pollution down*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(Text 4, 3-5) and (text 3, 4-6)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states the claim, followed by two body paragraphs focused on habitat destruction (*If the habitat that they are meant to survive in does not exist then, there will not be survival*) and habitat renewal (*their habitat that they once lived in would also need to be created for them to live in and alot of these species may end up living in captivity*). The conclusion addresses the counterclaim (*the use of de-extinction could potentially be used to preserve endangered species from extinction*) to further the claim by identifying it as a better use of resources. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Not only would de-extinction be a waste of resources but, also the effects from it would be much more complicated than anticipated*). The essay demonstrates partial control, exhibiting occasional errors (*alot; extinction but; extinction people; anticipated for example*) that do not hinder comprehension.

Bringing already extinct species back to life is not a good idea. ~~De-extinction wouldn't be a smart thing to~~ Text 3 The Case Against Species Revival and Text 4 The Case Against De-Extinction: It's a Fascinating but Dumb Idea help prove that de-extinction is a bad idea.

De-extinction poses many threats to the environment and to society. Organisms that once were on ~~Earth~~ Earth are gone for a reason and would not be able to adapt well to Earth now. There also are risks that the de-extincted animal may carry horrible viruses or cause plagues (Text 4 Lines 24-25) The animal's virus could spread to humans and cause harm to their body. If an extinct species were to come back where would it live? (Text 3- Lines 17-20) Reintroducing an old species back into the environment would not be easy. The species may need a new food source and they may be predators to species that came after them. This could lead to the extinction of another species. If people also knew that animals were brought back, they may try to capture them. Article 2 Lines 31-32 ~~argues~~ argues that some extinct animals performed vital services in their ecosystems. But ~~their~~ ~~ecosystems~~ their ecosystems can provide and function without them. Their ecosystems have most likely adapted to the loss of their ~~ecosystems~~ services and no longer need them. Just like everything else in the world, when something is lost we learn to function without it.

Another big, controversial issue with de-extinction is the money part. De-extinction costs millions of dollars and is not guaranteed to work. If the organism can not be revived then there goes millions of dollars out the door. There are very few resources for science and we should use these resources to prevent extinction instead of using them to de-extinct a few species (Text 4 lines 4-8). The money and resources used to de-extinct a few species could be used to raise awareness and stop the extinction of thousands of species. (Text 4 lines 5-8). The causes of extinction can be prevented, but not if the resources used to do this are being put into de-extinction.

De-extinction is becoming a very controversial topic. There are several arguments for and against the idea, but the ones against de-extinction are much stronger. Text 3 and Text 4 were useful in proving the idea that de-extinction is not a good idea.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*Bringing already extinct species back to life is not a good idea*). 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 (*Article 2 lines 31-32 argues that some extinct animals performed vital services in their ecosystems. But their ecosystems can provide and function with out them*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*De-Extinction poses many threats to the environment and to society. Organisms ... would not be able to adapt ... may carry horrible viruses; may need a new food source ... may be predators; De-extinction costs millions of dollars*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 4 Lines 24-25*) and (*Article 2 lines 31-32 argues*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that states the claim, two paragraphs addressing the controversial issues related to de-extinction and incorporating a counterclaim (*de-extinction is not a good idea*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*The money and resources used to de-extinct a few species could be used to raise awareness and stop the extinction of thousands of species*). The essay demonstrates partial control, exhibiting occasional errors (*Text 3 The Case ... and Text 4 The Case ... idea, humans ... their body, source and, gaurenteed, revived ... then*) that do not hinder comprehension.

One might think de-extinction means bringing the dinosaurs back to life, but in reality de-extinction means reviving ~~these~~ species that have died within the past few tens of thousands of years and have left behind remains that harbor intact cells. Extinct species should be brought back into existence.

The positives weigh out the negatives for this proposition. Such positives may include that since humans were the main cause of many extinctions, bringing species back could act as a favor or an act to make up for the wrong of extinction. Also, another positive could be that the more species alive, the better balanced the ecosystem. "De-extinction could help increase the genetic diversity of small populations or those in captive breeding programs..." (Text 1, lines 28-29) The more diverse, the ~~but~~ more balanced and overall better the ecosystem is. Text 2 rebuts much with text 1. "Biological diversity is a storehouse of natural invention." (text 2, line 29) Both statements provide the message that de-extinction brings about more diversity and the

more diversity the better. Bringing back extinct species isn't all that de-extinction can do. "De-extinction advocates counter that the cloning and genome engineering technologies being developed for de-extinction could also help preserve endangered species, especially ones that don't breed easily in captivity." (text 2, lines 40-42) De-extinction can benefit both ~~extinct~~ extinct species and alive species. In return, this scientific advancement also gives the ecosystem a better sense of control.

Although there are much more positives associated with de-extinction, there are also some negatives. Many people that are against de-extinction state that everything happens for a reason and that species die because their environment and food supply also die. The problem with this point is that species aren't naturally dying, humans are killing species by hunting and other methods. Even though text 3 possess many negatives toward de-extinction, it does state that a ton of species are ~~asking~~ at the verge of extinction which gives scientists

even more of a reason to help save them. "De-extinction intends to resurrect single, charismatic species, yet millions of species are at risk of extinction" (text's lines 7-8)

De-extinction can only further benefit the world and ecosystem. This scientific innovation is based off of positive intentions and will produce positive effects. Extinct species should most definitely be brought back into existence. The more species the more diverse. The more diverse, the better the ecosystem.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*Extinct species should be brought back into existence and De-extinction can only further benefit the world and ecosystem*). 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 that are against de-extinction state that everything happens for a reason and that species die because their environment and food supply also die. The problem with this point is that species aren't naturally dying, humans are killing species by hunting and other methods*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*another positive could be that the more species alive, the better balanced the ecosystem; Bringing back extinct species isn't all that de-extinction can do; De-extinction can benefit both extinct species and alive species*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 1, lines 28-29) and (text 2, line 29)], although a citation is lacking in the first paragraph. The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay introduces the claim in the opening paragraph, provides two paragraphs supporting the claim with a brief reference to a counterclaim, and a conclusion reiterating the claim (*Extinct species should most definitely be brought back into existence*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*weigh out, much more positives, based off of*). The essay demonstrates partial control, exhibiting occasional errors (*proposition; benefit; dying, humans; text 3 possess; definetly*) that do not hinder comprehension.

I believe that De-extinction should not occur. The reason I say this is because it could be potentially dangerous. Lines 24-27 in "Text 4" explain that sickness could be a huge factor and I agree. If the animal had some sort of disease that was present, say, 10,000 years ago, how would we treat or cure it? Humans would probably start to become extinct as well! Lines 4-6 in "Text 3" explain that to sustain a single dinosaur, you would need thousands of extinct trees as well. A woolly Mammoth, or dinosaur isn't just going to survive off of the tiny vegetation we have now! Lines 31-39 in "Text 2" give the point that our climate is way different than it was tens of thousands of years ago. Even if we did clone a woolly mammoth, what would he eat? where would he thrive, and survive? These are the questions that make me feel like the whole cloning idea could not work out. So many factors are present that could potentially ruin millions of dollars of work, for no reason. We would have to be prepared, and I don't think would ever take so much time to prepare that kind of return. It's just too much. I think we should fix the problems we have here, on Earth, before we decide we want Woolly Mammoths to walk the Earth. So once again, no, I do not believe de-extinction should occur. Although it could help the environment, I'm sure we can find less risky, and less expensive ways of doing so. Lines 12-16 in "Text 4" also explain, in order to stop extinction a second time, we would have to clone way more than just 1 of the animal. That costs time, money, and could be potentially dangerous as well. You wouldn't just

Anchor Paper – Part 2 – Level 3 – A

be able to clone 1 bird, you'd have to clone millions. That's the highly unrealistic, price heavy, and scary part. Although de-extinction would be cool, the concerns outweigh the benefits for me.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*I believe that De-extinction should not occur. The reason I say this is because it could be potentially dangerous*). The essay demonstrates some analysis of the texts (*So many factors are present that could potentially ruin millions of dollars of work, for no reason*), but insufficiently distinguishes the claim from alternate or opposing claims (*Although it could help the environment, I'm sure we can find less risky, and less expensive ways of doing so*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*If the animal had some sort of disease that was present, say, 10,000 years ago, how would we treat or cure it? and in order to stop extinction a second time, we would have to clone way more than just 1 of the animal*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Lines 24-27 in "Text 4"* and *Lines 12-16 in (Text 4)*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay begins by introducing the claim, then provides reasons to support the claim, including a brief reference to a counterclaim, and concludes by reiterating the original claim that de-extinction is *highly unrealistic, price heavy, and scary*, reaffirming that *the concerns outweigh the benefits*. The essay establishes but fails to maintain a formal style, using primarily basic language (*our climate is way different then it and de-extinction would be cool*) and structure with no delineation of paragraphs. The essay demonstrates partial control, exhibiting occasional errors (*eat,? where; think would; environment*) that do not hinder comprehension.

Should extinct species be brought back to life? I believe they should be brought back. Species that are newly extinct should be brought back because most likely humans are the cause of their extinction. De-extinction is becoming possible, and should be done. It uses biotechnology to recreate the DNA in stem cells, allow us to bring back species that are completely wiped out.

In text one it says "extinction is forever," that is not true with the technology we have today. This would be able to right some of our wrongs. Also this would help of us save species from becoming extinct. Some of the species brought back could help the environment and be used for medicinal purposes.

In text 2 they say that de-extinction is would be able to bring back plants for medicine. Also it would be near impossible to bring back dinosaurs like the T-rex. That is good because, if brought back and they got loose or in the wrong hands they'd be very dangerous.

In text 4 they say that de-extinction is bad, that is false. They say that it would increase greenhouse immitions. The thing is we could bring back plants that would reduce them. It also says that it would be a waste of money, but if we use the money for de-extinction we would be able to bring back species that are beneficial to us.

We should use de-extinction to benefit us
in the long run. It can be used in many ways
such as medicine. This would be great for society

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*Pieces that are newly extinct should be brought back because most likely humans are the cause of their extinction*). The essay demonstrates some analysis of the texts (*Some of the species brought back could help the environment and be used for medicinal purposes*), but insufficiently distinguishes the claim from alternate or opposing claims (*they say that de-extinction is bad, that is false* and *It also says that it would be a waste of money*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Also it would be near impossible to bring back dinosaurs like the T-rex*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, only introducing each paragraph with the text from which it is summarized (*In text one it says*). The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay has an introductory paragraph that states the claim that extinct species should be brought back. Two subsequent paragraphs briefly support the claim while a third addresses the counterclaim. The conclusion is brief and general, moving slightly away from the original claim (*We should use de-extinction to benefit us in the long run*). The essay establishes but fails to maintain a formal style (*In text 2 they say that de-extinction would be able to bring back plants for medicine*), using primarily basic language and structure (*this would help us save species* and *The thing is we could bring back plants*). The essay demonstrates emerging control, exhibiting occasional errors (*it says "extinction is forever,"; possible, and should; allow us; that is not true; greenhouse immitions; bring back plants the would reduce them*) that hinder comprehension.

Extinct species should not be brought back into existence. There are many reasons for this. These animals would not fit into today's society. They would really not be able to adapt to the new surroundings. The fact that before, there were no buildings or such, and now, it's very scarce that you'll find a place with no buildings or any industrial structures. There really would just be so much anarchy for an extinct species in today's setting. The text and readings support this thesis.

In text I, "3QS: The Ethics of Species 'De-Extinction,'" they talk about scientist coming close to being able to clone extinct species. Already, that is a bad idea besides the fact that some animals and species can be beneficial towards us. In the reading, there is no factual evidence that there will be any benefit whatsoever to this, the scientists just want to do this for the reason that it would be a step forward in science and cloning. Simply with the fact that nothing positive will come from these advances for the reason they intend is preposterous. Of course if further down the road in research, they clone essential animals such as bald eagles, in which this grand nation relies on for it is the essential animal that is the symbol of the white house and America. This is the only reason along with beneficial animals that ~~anyone~~ would support cloning.

In Text II, "Bringing them Back To Life," the author of the article talks about Fernández-Arias and how he has been waiting for this moment for a long time now. Would it really affect this man if they could clone? ~~His~~ ~~daily~~ His daily life wouldn't be affected, other than different animals, but this doesn't benefit him. Also, later in the article, they talk about how it would be cool to see a Tyrannosaurus Rex again. This is all child's play in the reasoning for cloning. These creatures don't benefit us and will literally kill us. No one wants to fight for their lives on the daily. That would not be beneficial to our daily lives. This is no reason to clone.

In Text III, "The Case Against De-Extinction: It's a Fascinating but Dumb Idea," they make some good points. Yes, it would ~~be~~ be stupid to spend thousands, even millions of dollars on this, not being able to compensate the loss of these species. This whole thing is financially problematic, just like the article says, and this article makes the most sense "smart-decision" wise.

Overall, cloning would be a cool idea

but waste so much money for nothing
in particular besides furthering the
studies in science and cloning.
No benefits have been said and this
would be a stupid idea if there
is no benefits, therefore cloning is a waste
of money.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*Extinct species should not be brought back into existence. There are many reasons for this*). The essay demonstrates some analysis of the texts (*These creatures don't benefit us and will literally kill us*), but insufficiently distinguishes the claim from alternate or opposing claims (*the scientists just want to do this for the reason that it would be a step forward in science and cloning*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*His daily life wouldn't be affected, other than different animals, but this doesn't benefit him*), making use of some evidence that may be irrelevant (*if further down the road in research, they clone essential animals such as bald eagles*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying each text at the beginning of the relevant paragraph. The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay has a general introduction, establishing the claim against bringing extinct species back into existence because of changes in surroundings, and three supporting paragraphs that include confused or irrelevant information. The conclusion focuses primarily on ideas from the third supporting paragraph (*Overall, cloning would be a cool idea but waste so much money*) and is brief. The essay establishes but fails to maintain a formal style (*Already, that is a bad idea besides the fact that some animals and species can be beneficial towards us*), using primarily basic language and structure (*is proposterous, in which this grand nation relies on, this would be a stupid idea*). The essay demonstrates emerging control, exhibiting occasional errors (*now, its very scarce; to this, the scientists just want to do this; their lives on the daily; not being able to compensate the loss of these species*) that hinder comprehension.

I agree with the idea about de-extinction is a good one. I believe we should only revive some species like the passenger pidgeon.

In lines 12-21 of Text 4 it states bringing back extinct animals may or may not work. The habitat of the pidgeon has already change. So if you bring it back one of the biggest questions is if we do revive them, were would we set it free? It would be a waste of time because there would be to many of them.

Extinction is a slow process that will eventually happen to every living species, humans ~~some~~ sometime make the process even faster. Yeah it would be cool to see a animal that lived hundreds or even thousands of years ago to be alive, but it might disturb the balance between species. The world changed from thousands of years. How will a creature survive in a climate its not use to?

I think we should let nature do its thing unless we can save pidgeons and the others. Who says extinction is a bad thing?

Anchor Level 2-A

The essay introduces a claim (*I believe we should only revive some species like the passenger pidgeon*). The essay demonstrates a confused and unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims (*Yeah it would be cool to see a animal that lived hundreds or even thousands of years ago to be alive*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*In lines 12-21 of Text 4 it states bringing back extinct animals may or may not work*), making use of some evidence that is irrelevant. The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, using only one in-line reference (*In lines 12-21 of Text 4*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, shifting the focus of discussion from reviving *some species like the passenger pidgeon* to presenting reasons why that idea is not workable (*it might disturb the balance between species*). The essay lacks a formal style, using some language that is inappropriate and imprecise (*Yeah it would be cool and we should let nature do 'its' thing*). The essay demonstrates emerging control, exhibiting occasional errors (*believe; pidgeon already change; pidgeon ... it ... them; were would; species, humans; a animal; its not use to*) that hinder comprehension.

Scientists have been studying to bring back extinct species to the world. For an animal to be extinct is to no longer live, your entire species. Knowing scientists they could only go back only a few years not ~~the~~ animals from a long time ago. Bringing back species most people don't even know about is a good idea. ~~the~~ the scientist can clone a pair and breed them to bring back that type of species, then we could know more on that type of animal. If scientist were to bring back an extinct species eventually humans would drive them back to extinction, because of what we do to get that type of animal, we use them for food and clothing. So either way the extinction would be brought back. In two of these articles they talk about Jurassic Park and what the movie trying to show, it shows how they bring the dinosaur back and the trees that are needed for these animals. they should bring back these animals but I don't think the dinosaurs should be brought back what if they destroy our human kind then there would only be animals on the planet, but we did take over the extinct animals, because they were here here first but then got ~~wiped~~ wiped out.

Anchor Level 2–B

The essay introduces a claim (*Bringing back species Most people dont even know about is a good Idea*). The essay demonstrates unclear analysis of the texts (*Knowing scientists they could only go back only a few years not Animals from a long time ago*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately (*So either way the extinction would be brought back and they Should bring back these animals but I dont think the dinosaurs Should be brought back*), in an attempt to support analysis, making use of some evidence that is irrelevant (*we did take over the extinct animals because they were here here first*). 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, first arguing that *Bringing back species ... is a good Idea*, but then shifting to the opposite idea (*if Scientist were to bring back an extinct Species eventually humans would drive them back to extinction*). The response lacks a formal writing style, using some language that is imprecise (*For an animal to be extinct is to no longer live, your entire species and whats the Movie trying to show*). The essay demonstrates a lack of control, exhibiting frequent errors (*Knowing scientists they; a few years not; dont; species, then; Scientist were; Species eventually; animal, we; whats the Movie; animals. they; back What; kind then*) that make comprehension difficult.

The extinct species have been thinking about coming back into our existence, its either people see this as a help for others or bad or environment and many other reason why they would want to.

The reasons why most people work on de-extinction are for scientific and technologic challenges involved in it, scientist see it as an accomplishment to be able to create organisms of species that's been extinct for a short period of times, such as passenger pigeon or mammoth. In certain points there's always a point why certain animals go extinct and many scientist can't even prove that the results or harms ~~are~~ of de-extinction will cause. I think there's a reason for everything, keeping the environment stable like how it is, is a better choice than bringing back something that was bad.

Anchor Level 2-C

The essay introduces a claim (*Keeping the environment stable like how it is, is a better choice than bringing back something that was bad*). The essay demonstrates unclear analysis of the texts (*its either people see this as a help for others or bad or environment and many other reason why they would want to*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts (*Scientist see it as an accomplishment to be able to create organisms of species that's been extinct for a short period of times, such as passenger pigeon or mammoth*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, simply stringing together statements which are often vague (*In certain points there's always a point why certain animals go extinct*), failing to create a coherent essay. The essay lacks a formal style, using some language that is imprecise (*The extinct species have been thinking about coming back into our existence*). The essay demonstrates a lack of control, exhibiting frequent errors (*existence, its; other reason; Scientist see; species that's; period of times; many scientist; harms of De-extinction; Theres*) that make comprehension difficult.

There are many different opinions on if extinct animals should come back or not. Although this may be impossible, I think that they should, because you can study the organisms, and find out new and different things about them that nobody has ever realized. This could be a rare thing to do, and nearly impossible. Artifacts show things and organisms in the past with little that they know, but they don't know much about how they have evolved. ~~There~~ There are organisms today that people don't know about. Once they ~~find out~~ discover the organisms they can't find out their ancestry, because ~~it~~ there aren't much artifacts or things that you can see in the past endangered or extinct creatures to study from. So if the past creatures came back to life, both male and female from every specie. Scientist should do research to see how they became extinct or endangered, and also they can see mutated animals that come from the same species or DNA make up. As you can see, this ~~is~~ would be important to look at if the extinct species came back to life.

Anchor Level 1-A

The essay introduces a claim (*Although this may be impossible, I think that they should*) but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay is a personal response about *organisms*. The essay exhibits some organization of ideas but lacks a formal style (*Once they discover the organisms they can't find out their ancestry, because there aren't much artifacts or things that you can see in the past endangered or extinct creatures to study from*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*should, because; organisms, and find; do, and; specie. Scientist Should*) that do not hinder comprehension. The essay is a personal response, making little or no reference to the task or texts and, therefore, can be scored no higher than a 1.

Anchor Paper – Part 2 – Level 1 – B

The thought of "De-extinction" that has been argued in the recent years shows that we should go with it. "De-extinction" has shown promise as a good way to help humans. Says it helps humans, is with pharmaceutical drugs to help people.

Anchor Level 1–B

The essay introduces a claim (*we should go with it*) but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay, consisting of three general statements about "De-extinction," exhibits little organization of ideas and information. The essay is minimal, making assessment of conventions unreliable.

With today's advances in technology, the process of de-extinction is nearly within reach ~~it~~. With this new ability to revive species from extinction, a new question is proposed: Should this actually be done? As it is with ~~near~~ everything in life, with every action ~~follows~~^{follows} a reaction.

Some conservative biologists believe that this could be one of the greatest achievements of man kind, while others believe that it ~~should not be~~ is a power not to be tampered with, for the negative affects are too great. However, the positive effects of de-extinction are ~~too~~ too great to ignore, and they outnumber the negative ~~affects~~ affects as well.

As it is mentioned above, there are drawbacks to such an action as de-extinction. Let us remember that these organisms went extinct for a reason. They were not suitable for their environment and, as a result, were removed permanently. They might not even survive this "resurrection." Also, as it is stated in Text 4 lines 22-26, the revival of such organisms could propose a threat to existing ones and could even harbour dangerous diseases that could affect biodiversity in a negative way. However, these reasons are all hypothetical and would not necessarily happen. The positive side affects, on the other hand, are guaranteed to happen.

There are many more substantial and beneficial affects that follow the action of de-extinction. For example, by bringing these creatures back to life, scientists can study living examples; their behaviors, anatomy, and all their biological information can be accounted for. The huge gaps felt in evolutionary history can finally be filled. ^(Text 1 lines 22-24) Also, it is proven that by introducing the original inhabitants of a natural environment, their presence can actually be beneficial to the land and populations around them. By re-introducing mammoths to the tundras ^(Text 2 lines 36-38), they will be able to fertilize the ground with their manure, thus creating new plant life which will greatly improve the biodiversity of the ~~near~~ tundra nearly devoid of life. Additionally, these ~~newly~~ revived plant and animal species could possess natural immunities to diseases present today. From them, we can cultivate this genetic information and process it so that humans may use it to gain immunity to these diseases as well.

As it is clear to see, de-extinction is an ability that must be taken advantage of. The good far outweighs the bad. Ignoring this revolutionary idea could be the biggest mistake that mankind could ever make.

Today In the present species have had evolved a lot since the past. Most species are known like dog, cat, and other types of animals. Back in the past nobody has ever seen what they use to be like before, cause most of the past species are extinct. Now in the present scientists has made a de extinction device that can clone extinct species. I think that they should bring back the extinct species.

Text 2 tells you that De-extinction counter that the cloning and genomic engineering technologies being developed for de extinction could also help preserve endangered species, especially ones that don't breed easily in captivity. It would be an incredible scientific accomplishment to be able to create organisms of a species that has been extinct for sometime, such as the passenger pigeon or mammoth. There is also a desire on the part of many people to see living examples of extinct animals, particularly charismatic or culturally valued like the ivory-billed wood pecker or the a cing.

Some say that the de extinction is something that can never happen. It can be true a little bit, for reason that to copy organism that decay ~~million~~ thousand's years ago. De extinction was only accomplished in the movie Jurassic Park according text 3 at the passage. De extinction is hard thing to process even for scientist.

Over the millennia that animals have lived on this earth many have become extinct, some due to natural reasons but most are due to human interference. Now there may be an opportunity to bring these extinct animals back through a process known as de-extinction. Some argue that by re-introducing extinct animals back into the world's ecosystems, biodiversity would increase and the world would be better; however this is untrue. De-extinction would cause more harm than good in the long run and the money used for de-extinction would be better spent to prevent further extinctions.

Every animal has a specific food source and habitat that it needs in order to survive. For example through de-extinction, scientists hope to bring back passenger pigeons. These birds eat American chestnuts which are extinct themselves. So the real question is what would the pigeons eat? (Text 4, lines 16-18) There is a rule in nature known as survival of the fittest. The birds that have survived are now better equipped so they will cause the passenger pigeon to quickly become extinct once again. This natural law applies to all other species that would be brought back from extinction.

This brings up another reason why de-extinction is not a good idea. Humans now live in many areas that were once grass and forest. Shopping malls have replaced space that extinct animals lived. Pollution

From industries have polluted water sources. So if science brings back species and there is no food source, no habitation, no protection from predators, this is a crime against the de-extinct animals and a huge waste of money.

Perhaps the most important reason scientists should not invest in de-extinction is "moral hazard." (Text 4, line 27) Moral hazard is the belief that future generations will take care of current problem we create. In a way, then, we, or scientists are not responsible for the consequences of their actions. This belief would increase people's indifference to the consequences of bringing back extinct animals. "Erosion of biodiversity" would continue (Text 4 line 37) pollution, negative climate changes would increase because there is always tomorrow to deal with today's problems!

Text 3 raises another objection: "Research priorities." (line 38) The author strongly states the social needs of the "very poor people in Africa, Brazil and Madagascar" (lines 38-39) must be more important than de-extinction research. "Conservation is about finding alternative sustainable futures for peoples, for forests, and for wetlands" (Text 3, lines 48-49)

Despite these obvious reasons against de-extinction, many people believe it will help the environment. For example, Siberia would benefit greatly if the

mammoth was brought back. Now, Siberia is only a "moss-dominated tundra" but the mammoth would create "an area of grassy steppes" (Text 2, line 34) But, even though extinct animals once helped ancient ecosystems, there is no proof they could survive long enough to actually change an environment and in fact they would definitely disturb species that are now thriving in the tundra.

Others believe humans can "make up for the wrong of extinction" (Text 1, lines 25-26) Yes, de-extinction might initially right some of those wrongs, but it will increase the crimes against nature because now species are replaceable. Some others believe, on a selfish level, "there is a desire, on the part of many people, to see living examples of extinct animals (or plants), particularly charismatic ones." (Text 1, lines 22-23)

De-extinction is setting us up for failure on many different levels. We should focus our skill, research, and money on preserving all the species already on this earth and creating an earth free of pollution and social justice for all people.

In recent years the concept of bringing back extinct animals, a process called de-extinction has been discussed. The process has many flaws and will provide more problems for the environment than actually help it. However, ~~some~~ scientists feel strongly either way on the subject.

Some scientists believe de-extinction is a good idea to undo how humans destroyed species in the past. However, the issue present is if a species is re-introduced to an environment how will it effect the other animals and plants. Those opposed to de-extinction counter that "efforts to bring back species are a colossal waste" (Text 3, Line 27). The environmental issues involved out-weigh the ability to "see living examples of extinct animals (Text 1, Lines 22-23) It is also argued that efforts to implement de-extinction are virtually impossible to sustain a population, "The passenger pigeon's previous habitat is utterly transformed..." (Text 4, Line 18). In order to make de-extinction plausible, the causes of extinction would have to be solved first, "Habitat destruction, climate change, pollution, and extraction." (Text 1, Line 33). To remove these environmental threats to species is impossible, and thus, so is de-extinction. ~~Species should not be brought back~~

Species should not be brought back into existence because as Text 3 and 4 illustrates, more harm to the environment would result than

benefits. Another issue is that a reintroduced animal needs a food source that most likely is extinct, ~~or~~ or almost extinct. De-extinction would result in a massive cycle of reintroducing ~~species~~ species to accommodate other reintroduced species. Not only are food sources a question, but also a habitat for the species, "Those of us who attempt to reintroduce zoo-bred species that have gone extinct in the wild have one question at the top of our list, where do we put them?" (Text 3, Line 18-20). Putting ~~them~~ ^{species} back in their original habitat, which may or may not exist anymore as well as providing them a food supply that does not interfere with pre-existing species ^{would be a challenge.} Also the species could be a rare and expensive meal, proved Text 3, "it will become the most expensive cubrito ever eaten." (Text 3 Line 26).

Overall, the benefit of observing extinct species and to de-extinct them because humans resulted in their original extinction is proven to be not worth it. The downsides out-weigh the positives on the matter of de-extinction. It would be impossible to reintroduce a species without throwing off the balance of an environment. Extinct species should not be brought back into existence.

Over the years ~~pop~~ scientist have been trying to find a way to ~~to~~ make animals that have been existent come back to life. In my opinion these animals should ~~to~~ not be able to be brought back. In these texts "The ethics of species 'de-extinction,'" "~~Bringing them back to life~~" "The case against species revival" & "The case against 'de-extinction: It's fascinating but dumb idea'" all show why ~~to~~ animals shouldn't be brought back.

In the ~~to~~ text "The ethics of species 'de-extinction'" it tells of the amazing ~~idea~~ outcome that will happen when using this technique. Scientist say it would be a great "scientific accomplishment" if we were to bring back animals from many years ago such as the passenger pigeon or the mammoth. Yes, it would be a great ~~to~~ accomplishment to bring them back but there is a lot of political ~~to~~ reasons that mess it up.

There is nothing involving the real world that helps this & there are many poor countries that cannot ~~to~~ afford ~~to~~ to research in these terms, which was ~~explained~~ told in "The case ~~to~~

against species revival.

In the text "The Case against 'de-extinction'" it ~~gives~~ tells of many reasons why ~~they~~ shouldn't be able to bring back animals. In the past Passenger Pigeons ~~were~~ supplied people with meat & would cause Lyme disease. The habitats in which these birds ~~would~~^{that} once stood in are partly gone & the source of food in which they eat are extinct. Financially & problematic it wouldn't be able to happen because ~~the~~ everyday this planet is ~~being~~ changing by ~~the~~ human. Another ~~bad~~ bad cause for this happening would be ~~that~~ the climates would be disrupted.

Animals such as the Passenger Pigeon & mammoth should not be brought back from extinction. The habitats ~~the~~ & food source they once had are no longer existing for them to have a stable home. ~~Also~~ Financially & politically there is no way it would be a great idea. The bringing back of animals would be great but it's a horrible idea all together.

Practice Paper A – Score Level 4

Holistically, this essay best fits the criteria for Level 4.

Practice Paper B – Score Level 2

Holistically, this essay best fits the criteria for Level 2.

Practice Paper C – Score Level 5

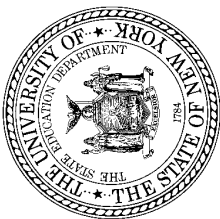
Holistically, this essay best fits the criteria for Level 5.

Practice Paper D – Score Level 4

Holistically, this essay best fits the criteria for Level 4.

Practice Paper E – Score Level 3

Holistically, this essay best fits the criteria for Level 3.



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

New York State Regents Examination in English Language Arts (Common Core)
Part 3 Rubric

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

There are hundreds of different views and perceptions of life. ~~The~~ The various views often conflict with one another, and being presented with a new one often causes people to rethink their ~~own~~ current views. The author of this text intended to make the reader question their perception of life and the idea of living; this is done through the use of figurative language.

The author uses figurative language to make the reader question their ~~own~~ view on life. For example, the author asks ~~the~~ "Why should we knock under and go with the stream?" (lines 16-17), and in doing so, the narrator presents the reader with a question that challenges their daily lives by comparing the humdrum action of society in daily life to a stream. This implies that the author ~~is~~ means that ~~is~~ the common thing for people to do is get pulled ~~into~~ into the events of life with little deliberate action ~~on~~ their part. It instillates that they are not living, but only being pushed along. A second example is, "Time is but a stream I go a-fishing in... Its thin current slides away, but eternity remains" (lines 36-37), in which the author directly contradicts a common notion about life, which is ~~the~~ the importance of time. Here, the author ~~is~~ puts ~~the~~ ^{into} ~~the~~ perspective the longevity of human life as opposed to the life of the universe as a whole. This forces the reader to reconsider life in a ~~more~~ ^{broader} way, ~~with~~ ^{the} center of which man is not located. Rather, humans continually slip by in time. A third example of figurative language would be "let us settle ourselves, and work and wedge our feet downward through the mud and slush of opinion, and prejudice, and tradition... till we come to a hard bottom and rocks in place, which we call reality" (lines 22-26). With this metaphor, the ^{narrator} ~~author~~ presents the idea ~~of~~ that the life most people live is completely separate from true reality, which would force the readers to re-examine life until they find an acceptable notion of true reality. In these numerous comparisons and metaphors, the ~~author~~ ^{the} narrator presents ~~the~~ audience with unconventional views on life that indirectly or ~~the~~ directly challenge ~~some~~ traditional societal views.

Through the use of figurative language, the author of this text attempted to force readers to question their ideas of life. While each person has unique perceptions on living, the author presented ideas that clash with some of the most

Anchor Paper – Part 3 – Level 4 – A

common notions. Instead of being dragged through life, the author challenges the reader to discover the truth of what it means to live and then to go forth and actually do it.

Anchor Level 4–A

The response introduces a well-reasoned central idea (*The author of this text intended to make the reader question their perception of life and the idea of living*) and a writing strategy (*this is done through the use of figurative language*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of figurative language to question why people are reluctant to change (“*Why should we knock under and go with the stream?*”) and forces the reader to reconsider life in a broader way (“*Let us settle ourselves ... till we come to a hard bottom ... which we call reality*”). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis of the traditional concept of time and reality (“*Time is but a stream I go a-fishing in ... Its thin current slides away, but eternity remains*”). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing both the central idea and the writing strategy, then discussing how specific metaphors from the text support the main idea, and concluding with a summation of the central idea and a challenge to the reader (*the author challenges the reader to discover the truth of what it means to live and then to go forth and actually do it.*) The response establishes and maintains a formal style, using precise language and sound structure (*While each person has unique perceptions on living, the author presented ideas that clash with some of the most common notions.*) The response demonstrates control of the conventions with infrequent errors (*reader ... their*).

The author of this passage is trying to get readers to find something in their life that they can learn from and appreciate. The author explains how he is going to the woods to learn what he hasn't yet in life, and not to discover that he has already learned everything there is to know in life. Throughout the passage, he is encouraging readers to similarly do so, and to go find something that will expand your view on life, and to not just be content on where you are. He also encourages to always keep the big picture in mind, rather than the little things along the way that could knock you off track, or even make you temporarily happy. The "nut shells" and the "mosquito's wings" are examples of things that could throw you off. The author wants you to ignore those disturbances, and look at the bigger picture.

Symbolism is used to enhance the quality of an author's work by using things people understand in order to explain something greater. In this passage, the author ~~explains~~ explains the steps to his "day" in nature. He explains how we should rise, or break fast, and start our day. The author also states what we should be doing through out the day. For example, our dinner or evening should be something that gets us back to reality, or wakes us up. The author's "day" symbolizes a life time. He uses a day to put a lifetime in perspective for readers, because readers

have not experienced a lifetime. The author uses the day to make it easier to understand a lifetime for readers. Also, he uses ~~symbols like "nut shells" and "mosquito's wings"~~ things in nature to symbolize something greater. For example, mud and slush represents the unfair or hard nature of human beings such as opinions, prejudice, or tradition. These things can be compared to walking through mud and slush, and can be a tough ~~obstacle~~ obstacle to overcome. In life, people's opinions, prejudice and traditions can also be some things that could be tough to overcome.

The author's message of the passage is to continue learning in life no matter what is put in front of you, or no matter what challenges can throw you off. The author uses literary elements like symbolism to put this point across. These symbols only give readers something to refer to as they try to understand the author's message, and represent a bigger meaning.

Anchor Level 4-B

The response introduces a well-reasoned central idea (*The author of this passage is trying to get readers to find something in their life that they can learn from and appreciate*) and a writing strategy (*Symbolism is used to enhance the quality of an author's work*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of symbolism, stating that "nut shells" and "mosquito's wings" are distractions that we should ignore in order to *look at the bigger picture*. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The author's "day" symbolizes ... a lifetime in perspective for readers and mud and slush represents the unfair or hard nature of human beings such as opinions, prejudice, or tradition*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and the writing strategy, then explaining how specific symbols from the text support the main idea, and concluding by stating that symbols give readers something to refer to as *they try to understand the author's message, and represent a bigger meaning*. The response establishes and maintains a formal style, using appropriate language and structure (*For example, our dinner or evening should be something that gets us back to reality, or wakes us up*). The response demonstrates partial control of the conventions with occasional errors (*their life, your view, ignore, through out, obstical, over come, authors message*) that do not hinder comprehension.

Thoreau feels that humanity has lost its connection with nature. Society doesn't know if nature "is of the devil or of God" (line 10). Thoreau feels that society should become more connected to the natural world. He tries to persuade the reader into doing this. He ^{tries to} convey how wonderful becoming one with nature could be. He does this through parallel structure.

The repetition of the word "let" in the second paragraph is meant to enumerate all of the different experiences one can have if they were to "live deliberately" (line 1).

The repetition of the word "if" in lines 20 to 21 show that conflicts might arise if one were to become more connected to nature, but those problems can be solved.

When Thoreau says "through mud and slush of opinion, and prejudice, and tradition . . .

through Paris and London, through New York and Boston and Concord . . . through poetry and philosophy and religion" (lines 23-26), he uses parallel structure to show just how horrible the condition of society humanity is, and how it is spreading to all aspects of society.

Thoreau wants the reader to consider living a more natural life. He uses parallel structure

to reiterate the benefits of it. The reader is bombarded with the different experiences that they could be having, ~~and bomb~~. They are bombarded with the issues that society is facing and the different aspects of life those issues are affecting. Thoreau wants the reader to clearly understand their options and through parallel structure, he is able to give them a broader view of the situation.

Anchor Level 3–A

The response introduces a clear central idea (*Thoreau feels that society should become more connected to the natural world*) and a writing strategy (*He does this through parallel structure*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of parallel structure to develop the central idea (*The repetition of the word "let" in the second paragraph is meant to enumerate all of the different experiences one can have if they were to "live deliberately"*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The repetition of the word "if" in lines 20 to 21 show that conflicts might arise if one were to become more connected to nature and he uses parallel structure to show just how horrible the condition of humanity is and how it is spreading to all aspects of society*). The response exhibits acceptable organization of ideas and information by stating in the first sentence that *Thoreau feels that humanity has lost its connection with nature* and then presenting information in the following paragraph to support this idea, ending with a concluding paragraph that restates the central idea and writing strategy (*Thoreau wants the reader to consider living a more natural life. He uses parallel structure to reiterate the benefits of it*) to create a coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*They are bombarded with the issues that society is facing and the different aspects of life these issues are affecting*). The response demonstrates control of the conventions with infrequent errors (*one ... they, repetition ... show*).

The author of the text shares his view upon life, encountering the depravities and guises between reality and deception. The author relates to a simple life, away from the modern clutch and along the lines of living like nature intended. Days come and go, people are met and lost, and death is intimate, therefore, one should not forget the actuality of life and embrace its hidden simplistic ways. The author includes several comparisons and references to nature, as it is an ideal way to confront life, "Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito's wing that falls on the rails". People should not live their life minding the naturally insignificant actions they run into on their course, for life, like a train, keeps on moving forward, regardless.

To allow the reader an opportunity to better understand his choice of words and meaning, the author applies the use of imagery throughout the passage. Imagery is a literary element that paints a subliminal picture for the reader so that they may further grasp the author's work. Imagery is used in several devices within the context, comparing the turbulent moments of our lives to a racing stream, "Let us not be upset and overwhelmed in that terrible rapid and whirlpool called a dinner, situated in the meridian shallows." The author continues to express the aspects of life, such as time, as a pool where one drinks yet realizes the true depth time has in the meaning of life, "I drink at it, but

while I drink I see the sandy bottom and detect how shallow it is. Its thin current slides away, but eternity remains." Time is always present so one must not wane over its existance. Though it feeds our lives, it is not as livid as how the life within the concept of time should be lived and ordained.

Anchor Level 3–B

The response introduces a clear central idea (*one should not forget the actuality of life and embrace its hidden simplistic ways*) and a writing strategy (*To allow the reader an opportunity to better understand his choice of words and meaning, the author applies the use of imagery*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*Imagery is a literary element that paints a subliminal picture for the reader so that they may further grasp the author's work. Imagery is used ... comparing the turbulent moments of our lives to a racing stream*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Days come and go, people are met and lost, and death is intimate* and *The author continues to express the aspects of life, such as time, as a pool where one drinks yet realizes the true depth time has in the meaning of life*), using appropriate quotations from the text to reinforce the observations made. The response exhibits acceptable organization of ideas and information to create a coherent response by first addressing the central idea of the text, introducing the author's *view upon life* and his attitude toward nature (*it is an ideal way to confront life*), then providing a discussion of the author's use of imagery by references to *a racing stream* and to *time*. The response establishes and maintains a formal style, using appropriate language and structure with a few lapses (*one must not wane and it is not as livid*). The response demonstrates partial control of conventions with occasional errors (*intimate, therefore; hidden simplistic; People ... their life; regaurdless; reader ... they; present so; existance*) that do not hinder comprehension.

In this passage the author intends to convey an importance of simple life pleasures through the use of ~~rich~~ imagery.

In this passage the author uses the simple beauty of nature to show the importance of simple, beautiful things. Through his use of nature the author conveys that life is short & each moment must be appreciated. Through imagery such as "Let us rise early & fast, eat breakfast and without perturbation; let company come and let company go, let the bells ring & the children cry—" it is obvious that the author wants each moment to be precious & memorable. Whether the moment be in good times or in bad, ~~in~~ in riches or in poverty, in weakness or in strength, each second is important. He further supports evidence that every moment is significant in the quote, "living is so dear," & "I wanted to live deep & such the narrowest of life to live so sturdy & Spartan-like." This shows that life is not worth living unless it is fully appreciated, the author wants to ingest each moment & to absorb all he can, this imagery of the author drinking in life every moment & wanting to live in the most basic way shows his message of making every moment count & living each moment to the fullest since time is short.

In conclusion through imagery the man makes it clear that he believes that each moment is something to be cherished & that our lives are short, so if we do not find the little

miracles in life extraordinary, we are doomed to an existence that can be nothing but ~~just~~ hopeless. Overall time is short life is beautiful a it is up to each of us to realize that the little things can't hardly to make our lives extraordinary & to appreciate the world around us.

Anchor Level 3–C

The response introduces a clear central idea (*the author intends to convey an importance of simple life pleasures*) and a writing strategy (*through the use of imagery*) that establishes the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*"I wanted to live deep & suck the marrow out of life to live so sturdy and Spartan-like" This shows that life is not worth living unless it is fully appreciated and this imagery of the author drinking in life every moment & wanting to live in the most basic way shows his message of making every moment count*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*He further supports evidence that every moment is significant in the quote, "living is so dear" and the author wants to ingest each moment & to absorb all he can*). The response exhibits acceptable organization of ideas and information to create a coherent response with an introduction that presents the central idea and writing strategy, a body paragraph that supports the central idea and strategy with appropriate examples and a conclusion that refocuses on the central idea (*In conclusion through imagery the man makes it clear that he believes that each moment is something to be cherished*). The response establishes and maintains a formal style, using appropriate language and structure (*Through his use of nature the author conveys that life is short & each moment must be appreciated*), although the response contains ampersands. The response demonstrates emerging control of conventions with some errors (*nature the author; short & each; memorable; like" This; appreciated, the author; can, this imagery; conclusion through; miricales; extra ordinary; existence; Overall time; short life*) that hinder comprehension.

In literature, authors use literary devices to help get their point across. Authors use every type of device and utilize them in different ways. One often used is Setting. In using setting, authors tell about their surroundings. They do this by explaining things in their environment.

In the text on the last page, the author uses setting to tell the reader that life in the forest is better than how we are alive today. The Author says how its better to live on the land, then it is to live in society today. He says this because he believes we should work for what we have and do all ourselves. he uses setting to compare the live in the forest, to those not. And tells how its not much different.

So overall, the Author saying that living off the land is better than living in a developed place. This is done through setting by telling the importance of all the natural resources.

Anchor Level 2–A

The response introduces a central idea and a writing strategy (*the author uses setting to tell the reader that life in the forest is better than how we are alive today*). The response demonstrates a superficial analysis of the author's use of setting to develop the central idea (*the Author says how its better to live on the land, then it is to live in society today*). The response presents ideas inconsistently, in an attempt to support analysis (*he uses setting to compare the live in the forest to those not. And tells how its not much different*). The response exhibits inconsistent organization of ideas and information, briefly mentioning different aspects of setting, thereby failing to create a coherent response (*This is done through setting by telling the importance of all the natural resources*). The response lacks a formal writing style, using language that is basic (*by explaining things and do all ourselves*) and imprecise (*better than how we are alive; how its better; compare the live in the forest, to those not; Author saying*). The response demonstrates partial control of conventions with occasional errors (*litecture; utalize; Setting; explaining; enviroment; ourselves. he*) that do not hinder comprehension.

According to the text, the author uses imagery to prove that one shouldn't be afraid to embrace life.

The author was trying to prove that life isn't all bad. Both happens in life: good and bad. When you're down, look at the bright side because life goes on. I can see this when the author says "let us spend one day as deliberately as nature, and not be thrown off the track by every nutshell and mosquito's wing that falls on the rail." This quote is saying not to worry about what knocks you down in life because it will get better, it's only the little things that get us down.

By proving this point the author uses imagery to portray this invasion. By saying things like "drive life into a corner and reduce it from its lowest terms"; This pictures to me a car driving the bad things in life. Meaning you are too strong to let the bad things get you down.

Anchor Level 2–B

The response introduces a central idea and a writing strategy (*the author uses imagery to prove that one shouldn't be afraid to embrace life*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*This quote is saying not to worry about what knocks you down in life because it will get better*). The response presents ideas inaccurately in an attempt to support analysis (*The author was trying to prove that life isn't all bad; When you're down, look at the bright side; This pictures to me a car driving the bad things in life*). The response exhibits inconsistent organization of ideas and information, presenting loosely related ideas about the *good and bad* things in life, failing to create a coherent response. The response lacks a formal style, using language that is imprecise (*its only, this invasion, it from its, pictures to me, to strong*). The response demonstrates emerging control of conventions with some errors (*shouldn't; isn't; goes on I can; says "let; mosquitoes wing; better, its; life. Meaning*) that hinder comprehension.

In this text the author uses imagery to show/put a mental picture in the readers minds. When the author says, "I went to the woods because I wished to live deliberately to front only the essential facts of life" when the author says this it shows the literary element of imagery because as the reader you can see and almost feel and picture the author wanting to be free and let nature teach him of his teachings.

This just made me feel the author and how he feels about life and him being out in the open how god and the devil is owned by which side you choose. This text made me think about how it would feel like to be out in the open to be free and nobody free. I wonder if the author ever experienced trouble to experience life.

Anchor Level 2-C

The response introduces a central idea and a writing strategy (it shows the literary element of imagery because as the reader you can see and almost feel and picture the author wanting to be free and let nature teach him of his teachings). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (This just made me feel the author and how he feels about life and him being out in the open). The response presents little evidence from the text, referencing one quote in support of the central idea and the writing strategy ("I went to the woods because I wished to live deliberately to front only the essential facts of life"). The response exhibits inconsistent organization of ideas and information, presenting only a series of unrelated ideas (how he feels about life ... being out in the open how god and the devil is owned), failing to create a coherent response. The response lacks a formal style, using language that is imprecise (show/put, teach him of his teachings, made me feel the author, would feel like to be, the author ever experienced trouble to experience life). The response demonstrates emerging control of conventions with some errors (life" when the author says this it shows, reader you can see, the open how god, the open to be free) that hinder comprehension.

I'm gonna live in nature, and be one with nature. If you gave me a nice peice of land on water front Alaska. I would be out of New York, faster than you can say fast. With Alaska you have the best fishing, and hunting in the WORLD! Maybe the guy lives in Alaska? Alaska has Elk, bear, sammon, lincode, cod, killer whales, hump backs, baby buluga, fox, beavers. They got it all. 30 to 45 minutes away from ~~Anchorage~~ Anchorage, you got the best snowmobeil riding in the WORLD! They got some crazy lines, hills, drifts, you hit one of those drifts your looking at about 10+ secounds of hang time. At the apex you are just one with nature and god. It's such a so real moment. I don't know what type of jobs are out in Alaska? During July when the sammon are running. Your gonna go outside the bay and troll for them. Each person can have up to 3 sammon outside the bay. Then when you get into the bay you got one lincode or 3 sammon. Don't go into the river. The sammon are ~~dieng~~ dieng. The meat is trash. Some times at Anchorage, they have big gatherings. Where you trade your goods. Such as sammon for elk or whale. So Nature is Alaska.

Anchor Level 1–A

The response introduces an incomplete central idea (*If you gave me a nice peice of land on water front Alaska. I would be out of New York, faster than you can say fast*), not referring to the task or introducing a writing strategy. The essay demonstrates no analysis of a writing strategy and develops the central idea through personal response (*With Alaska you have the best fishing, and hunting in the WORLD!*). The response presents no evidence from the text. The response exhibits inconsistent organization of ideas, presenting loosely related ideas on various aspects of living in Alaska, failing to create a coherent response. The response lacks a formal style (*you got the best snowmobeil riding in the WORLD!*), using language that is basic, inappropriate, and imprecise (*They got it all, your looking at about 10+ secounds of hang time, Your gonna go outside, The meat is trash*). The response demonstrates emerging control of conventions with some errors (*all. 30 to 45 minutes; They got some crazy lines, hills, drifts, You hit one of those drifts; During July when the sammon are running; the sammon are dieng*) that hinder comprehension. The essay must be scored no higher than a Level 1, since it is a personal response and makes little or no reference to the task or text.

Anchor Paper – Part 3 – Level 1 – B

One of the literary technique the author used was figurative language. When I came to die, discover that I had not lived. To me that's an example of figurative language, because he's saying that he had not lived, but yet he is alive.

Anchor Level 1-B

The response introduces a confused and incomplete central idea (*he's saying that he had not lived, but yet he is alive*) and demonstrates a minimal analysis of the author's use of figurative language to develop the central idea (*One of the literary technique the author used was figurative language*). The response presents little evidence from the text. The response is minimal, making assessment of organization, language and conventions unreliable.

In this text the author describes the benefits of living life to its fullest. He wants to live life to its fullest and he wants us to do the same. He uses his life as an example of how to live. "Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito's wing that falls on the rails." This shows how he wants us to live.

A literary technique used in this story is Metaphor. It is used by the author to get his message through to the reader. In his metaphor he is comparing water to life. It is clear in the text that the reader has a close relationship with water. So using water in his metaphor will help him ~~get~~ get his message through, by being able to clearly relate the two variables in the metaphor. The relationship between the two variables in the metaphor is they are both free. Water goes where it pleases and carves out mountains and breaks dams. Water does awesome, amazing, incredible, and unbelievable things. This is how the author wants to live his life and this is how he wants us to live our life.

This author wants to live life simply. He wishes to live as one with nature and ~~forget~~ forget about the world and the competition. He likes the idea of being able to be carefree and live a relaxing life. He wants to not be judged or be competed against. Wants to live his own life. One literary term that is used is characterization. He characterizes his self as simple and relaxed. He feels living simply is a good way for all people to live is because it takes away the stress of the hard, harsh world. He describes how the world ~~may~~ should be more relaxed. I agree with him because the world and society is getting to judgmental and it puts alot of unnecessary stress on everyone and then people take their stress out on innocent people, which ~~then~~ creates a unpleasant ~~lives~~ life ~~by~~ style to live in. Another literary element used is setting because he puts the reader's mind set in a carefree, relaxing, nature surrounded environment.

Current society is invaded by a sense of falseness and routine resignation to the 'status quo'. This passage protests the trend of yielding to ~~society's~~ ^{the} obligations that society places on individuals. The author ~~believes~~ ^{communicates} that in order to live life to the fullest, one must remove all of the distractions and pretentiousness prevalent in today's society. If one becomes ~~drawn~~ ^{drawn} into the void of daily existence, that individual's senses will be dulled and ~~their~~ ^{life} will cease to have true meaning.

In order to ~~embed~~ ^{communicate} his belief that removing the distractions of life in society will allow one to live a full, true life; the author uses figurative language. He especially relies on the use of metaphors. The author states "Let us... wedge our feet downwards through the mud and slush of opinion, and prejudice, and tradition and delusion and appearance... til we come to a hard bottom and rocks in place, which we can call reality..." ^{This metaphor compares} ~~By comparing~~ the process of removing ~~the~~ ^{society's} distractions to pushing one's feet through mud, and finally hitting the "hard bottom" of a true, meaningful life. By presenting this image to the readers, the author ~~presents~~ ^{gives} them ~~with~~ a clear picture of what they must do to live a full life. ~~the author also uses a simile to compare the process of removing the distractions of life in society to pushing one's feet through mud, and finally hitting the "hard bottom" of a true, meaningful life.~~

The author also employs the use of metaphor when he states that "intellect is a cleaver, it discerns and riffs its way into the secret of things." He believes that

the information people learn fills their head and prevents them from living a full, true life. This metaphor effectively communicates the author's belief about intellectualism and reinforces the idea of stripping life down to its ~~base~~ ^{most natural} form.

This passage advocates the removal of modern society's distractions to live a full life. In order to communicate this to the reader, the author relies on the use of metaphors. This allows the readers to better understand the author's message.

The author in this paragraph explains that he wished to live only to front the essential facts of life. He wanted to live to understand and discover all of the reasons that we live and what is the purpose of us. And by finding the mean of life people must gain experience

The author of this story uses this piece of writing to ~~teach~~ teach a very good lesson. The author of this story uses literary elements to ~~show~~ tell his story.

This passage compares time to a stream. The author explains that he drinks out of to show that he may take time for ~~something~~ something that is ~~meaningless~~ ^{meaningless}. The author uses tone and imagery to help ~~show~~ the reader imagine what he is saying and to relate it to ~~what~~ what he is trying to say.

The lesson of this story is to live life to the fullest, to do what you can ~~do~~ with the time you have, and to not waste any of this time.

Practice Paper A – Score Level 3

Holistically, this essay best fits the criteria for Level 3.

Practice Paper B – Score Level 2

Holistically, this essay best fits the criteria for Level 2.

Practice Paper C – Score Level 4

Holistically, this essay best fits the criteria for Level 4.

Practice Paper D – Score Level 1

Holistically, this essay best fits the criteria for Level 1.

Practice Paper E – Score Level 2

Holistically, this essay best fits the criteria for Level 2.

**Map to the Common Core Learning Standards
 Regents Examination in English Language Arts (Common Core)
 January 2015**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.5 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	RL.3 (11-12)
4	MC	1	1	RL.4 (11-12)
5	MC	1	1	RL.2 (11-12)
6	MC	1	1	L.5 (11-12)
7	MC	1	1	RL.6 (11-12)
8	MC	1	1	RL.2 (11-12)
9	MC	1	1	RL.5 (11-12)
10	MC	1	1	RL.5 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.6 (11-12)
13	MC	1	1	L.4 (11-12)
14	MC	1	1	RL.2 (11-12)
15	MC	1	1	RI.3 (11-12)
16	MC	1	1	RI.5 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.6 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.5 (11-12)
22	MC	1	1	RI.6 (11-12)
23	MC	1	1	RI.2 (11-12)
24	MC	1	1	RI.5 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RI.1–6&10(11–12) W.2, 4&9(11–12) L.1–6(11–12)

The *Chart for Determining the Final Examination Score for the January 2015 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Monday, January 26, 2015. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

Regents Examination in English Language Arts (Common Core) – January 2015

Chart for Converting Total Weighted Raw Scores to Final Exam Scores (Scale Scores)

(Use for the January 2015 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	56	2
55	99	5	26	55	2
54	99	5	25	51	1
53	98	5	24	48	1
52	97	5	23	45	1
51	96	5	22	42	1
50	95	5	21	39	1
49	94	5	20	36	1
48	93	5	19	32	1
47	92	5	18	29	1
46	91	5	17	26	1
45	89	5	16	22	1
44	88	5	15	19	1
43	87	5	14	15	1
42	86	5	13	12	1
41	85	5	12	10	1
40	84	4	11	8	1
39	82	4	10	7	1
38	81	4	9	6	1
37	79	4	8	5	1
36	77	3	7	4	1
35	75	3	6	3	1
34	73	3	5	3	1
33	71	3	4	2	1
32	68	3	3	1	1
31	66	3	2	1	1
30	65	3	1	1	1
29	62	2	0	0	1
28	59	2			

To determine the student's final exam score (scale score) find the student's total weighted raw score in the column labeled "Weighted Raw Score" and then locate the scale score that corresponds to that weighted raw score. The scale score is the student's final exam score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

Schools are not permitted to rescore any of the open-ended questions on this exam after each question has been rated the required number of times, regardless of the final exam score. Schools are required to ensure that the weighted raw scores have been calculated correctly and that the resulting scale score has been determined accurately.

Because scale scores corresponding to weighted raw scores in the conversion chart change from one administration to another, it is crucial that for each administration the conversion chart provided for that administration be used to determine the student's final exam score. The chart above can be used only for this administration of the Regents Examination in English Language Arts (Common Core).

* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)* found at: <http://www.p12.nysed.gov/assessment/hsgen/2015/541cce-115.pdf>.