

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Tuesday, January 24, 2017 — 1:15 to 4:15 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

5 ...The windows were open and the room was filled with loud, unearthly shrieks. Mrs. Munson lived on the third floor, and across the street was a public school playground. In the late afternoon the noise was almost unbearable. God, if she'd only known about this before she signed the lease! With a little grunt she closed both windows and as far as she was concerned they could stay that way for the next two years.

10 But Mrs. Munson was far too excited to be really annoyed. Vini Rondo was coming to see her, imagine, Vini Rondo....and this very afternoon! When she thought about it she felt fluttering wings in her stomach. It had been almost five years, and Vini had been in Europe all this time. Whenever Mrs. Munson found herself in a group discussing the war she invariably announced, "Well, you know I have a very dear friend in Paris this very minute, Vini Rondo, she was right there when the Germans marched in! I have positive nightmares when I think what she must be going through!" Mrs. Munson said it as if it were she whose fate lay in the balance. ...

15 "Vini, back in America," she thought, never ceasing to revel in the wonder of it. She puffed up the small green pillows on the couch and sat down. With piercing eyes she examined her room. Funny you never really see your surroundings until a visitor is expected. Well, Mrs. Munson sighed contentedly, that new girl had, for a rarity, restored pre-war standards.

20 The door-bell rang abruptly. It buzzed twice before Mrs. Munson could move, she was that excited. Finally she composed herself and went to answer.

25 At first Mrs. Munson didn't recognize her. The woman who confronted her had no chic up-swept coiffure ... indeed her hair hung rather limply and had an uncombed look. A print dress in January? Mrs. Munson tried to keep the disappointment out of her voice when she said, "Vini, darling, I should have known you anywhere."

The woman still stood in the threshold. Under her arm she carried a large pink box and her grey eyes looked out at Mrs. Munson curiously.

30 "Would you, Bertha?" Her voice was a queer whisper. "That's nice, very nice. I should have recognized you, too, although you've gotten rather fat. [*sic*] haven't you?" Then she accepted Mrs. Munson's extended hand and came in. ...

Vini smiled and Mrs. Munson noticed how irregular her teeth were and decided they could do with a good brushing.

35 "So," Vini continued, "when I got back in New York last week I thought of you at once. I had an awful time trying to find you because I couldn't remember your husband's first name...."

"Albert," Mrs. Munson put in unnecessarily.

"... but I finally did and here I am. You know, Bertha, I really started thinking about you when I decided to get rid of my mink coat."

Mrs. Munson saw a sudden blush on Vini's face.

"Your mink coat?"

40 "Yes," Vini said, lifting up the pink box. "You remember my mink coat. You always

admired it so. You always said it was the loveliest coat you'd ever seen." She started to undo the frayed silk ribbon that held the box together.

"Of course, yes of course," Mrs. Munson said, letting the "course" trill down softly.

45 "I said to myself, 'Vini Rondo, what on earth do you need that coat for? Why not let Bertha have it?' You see, Bertha, I bought the most gorgeous sable in Paris and you can understand that I really don't need two fur coats. Besides I have my silver-fox jacket."

Mrs. Munson watched her parting the tissue paper in the box, saw the chipped enamel on her nails, saw that her fingers were jewel-less, and suddenly realized a great many other things.

50 "So I thought of you and unless you want it I'll just keep it because I couldn't bear to think of anyone else having it." She held the coat and stood turning it this way and that. It was a beautiful coat; the fur shone rich and very smooth. Mrs. Munson reached out and ran her fingers across it ruffling the tiny hairs the wrong way. Without thinking she said: "How much?"

55 Mrs. Munson brought back her hand quickly, as though she had touched fire, and then she heard Vini's voice, small and tired.

"I paid almost a thousand for it. Is a thousand too much?"

60 Down in the street Mrs. Munson could hear the deafening roar of the playground and for once she was grateful. It gave her something else to concentrate on, something to lessen the intensity of her own feelings.

"I'm afraid that's too much. I really can't afford it," Mrs. Munson said distractedly, still staring at the coat, afraid to lift her eyes and see the other woman's face.

65 Vini tossed the coat on the couch. "Well, I want you to have it. It's not so much the money, but I feel I should get something back on my investment...How much could you afford?"

Mrs. Munson closed her eyes. Oh, God, this was awful! Just plain damned awful!

"Maybe four hundred," she answered weakly. ...

Vini leaned against the wall, her pale face looking hard in the magnified sunlight of the big bedroom windows.

70 "You can make out the check to me," she said disinterestedly.

"Yes, of course," Mrs. Munson said, suddenly coming back to earth. Imagine Bertha Munson with a mink of her own!

They went back into the livingroom and she wrote the check for Vini. Carefully folding it, Vini deposited it in her small beaded purse.

75 Mrs. Munson tried hard to make conversation but she came up against a cold wall at each new channel. Once she asked, "Where is your husband, Vini? You must bring him around for Albert to talk to." And Vini answered, "Oh, him! I haven't seen him for aeons. He's still in Lisbon for all I know." And so that was that.

80 Finally, after promising to phone the next day, Vini left. When she had gone Mrs. Munson thought, "Why, poor Vini, she's nothing but a refugee!" Then she took her new coat and went into the bedroom. She couldn't tell Albert how she got it, that was definite. My, but he would be mad about the money! She decided to hide it in the furthest reaches of her closet and then one day she'd bring it out and say, "Albert look at the divine mink I bought at an auction. I got it for next to nothing."

85 Groping in the darkness of her closet she caught the coat on a hook. She gave a little yank and was terrified to hear the sound of ripping. Quickly she snapped on the light and saw that the sleeve was torn. She held the tear apart and pulled slightly. It ripped more and then some more. With a sick emptiness she knew the whole thing was rotten. "Oh, my God [*sic*] she said, clutching at the linen rose in her hair, "Oh, my God, I've been taken and taken

90 good, and there's nothing in the world I can do about it, nothing in the world!" For suddenly Mrs. Munson realized Vini wouldn't phone tomorrow or ever again.

—Truman Capote
excerpted from "A Mink of One's Own"
Decade of Short Stories, 1944

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|---|--|
| <p>1 The opening paragraph introduces Mrs. Munson's character by establishing her</p> <ul style="list-style-type: none">(1) compassion(2) deception(3) intolerance(4) resourcefulness <p>2 The statement "Mrs. Munson said it as if it were she whose fate lay in the balance" (lines 12 and 13) serves to illustrate Mrs. Munson's desire to</p> <ul style="list-style-type: none">(1) impress others(2) incite conflicts(3) justify behavior(4) avoid criticism <p>3 Lines 21 through 24 signal a transition in Mrs. Munson's attitude from one of</p> <ul style="list-style-type: none">(1) loyalty to betrayal(2) anticipation to confusion(3) friendship to hostility(4) sympathy to indifference <p>4 The description in line 38 implies that Vini has a</p> <ul style="list-style-type: none">(1) carefree past(2) hidden motive(3) fiery temper(4) secret identity <p>5 The purpose of Vini's comments in lines 44 through 46 is to</p> <ul style="list-style-type: none">(1) expose Vini's stinginess(2) describe Vini's coat(3) characterize Mrs. Munson(4) entrap Mrs. Munson <p>6 Based on the details in lines 47 through 49, Mrs. Munson discovers that Vini</p> <ul style="list-style-type: none">(1) is meticulous about her appearance(2) is comfortable in her circumstances(3) has an inflated self-image(4) has experienced difficult times | <p>7 Lines 71 and 72 refine a central idea by emphasizing Mrs. Munson's</p> <ul style="list-style-type: none">(1) indignation regarding Vini(2) irritation with negotiators(3) concern for appearances(4) suspicion regarding Vini <p>8 In the context of the text as a whole, the purpose of Mrs. Munson's imagined conversation in lines 83 and 84 is to</p> <ul style="list-style-type: none">(1) convince her husband to buy her a new mink(2) rehearse an excuse for a costly purchase(3) protect an acquaintance from persecution(4) share her successful negotiations with her husband <p>9 What mood is created by the final paragraph?</p> <ul style="list-style-type: none">(1) desperation(2) aggression(3) satisfaction(4) exhilaration <p>10 Which statement from the text best foreshadows Vini Rondo's true intentions for the visit?</p> <ul style="list-style-type: none">(1) "Funny you never really see your surroundings until a visitor is expected." (lines 16 and 17)(2) "It buzzed twice before Mrs. Munson could move, she was that excited." (lines 19 and 20)(3) "The woman who confronted her had no chic up-swept coiffure ... indeed her hair hung rather limply and had an uncombed look." (lines 21 and 22)(4) "Down in the street Mrs. Munson could hear the deafening roar of the playground and for once she was grateful." (lines 58 and 59) |
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Reading Comprehension Passage B

In the Wild

My brother and I hardly talk. I talk to my lawn mower
more and I don't have a lawn mower. I have a lawn
that's mostly clover and spots where dirt
has refused clover. The clover comes over
5 from the fields surrounding my yard,
where cows graze and geese too, who drive the cows nuts
in how they are not cows. These territorial battles
are more familiar when they come with ties or guns.
I wish everyone who used a gun wore a tie
10 or everyone who wore a tie carried a surfboard.
If I surfed I could call my brother from the rolling,
sneering lip of the Pacific and ask how he's doing
in Alaska teaching kids whatever it is kids need to know,
how to solve for x , I guess. It would be one thing
15 were there one x and you solved the equation
and ever after wore the answer on your T-shirt
and life was keeping that T-shirt relatively clean,
but there are x x s to solve for and no one to say
this is the x that matters. This poem
20 needs a better attitude: things could be worse.
I could be an animal estranged¹ from its own kind
and mind by an awareness of its own kind
and mind and not the ocelot or giraffe
I suspect I am when I stay away from mirrors. Lately,
25 brother, I would so love to be the possum
that eats the dry cat food we leave out for gray cat
often and orange cat sometimes, the possum
who cleans himself—or herself, I'm not going to check—
very much like a cat. I'm not going to lie:
30 in the wild, we'd have gone our separate ways
long ago, and snarled if we met after that
had we the snarling apparatus, or run if our legs
were long and thin, or fought with tusks
or fangs, so what's wrong here: maybe nothing,
35 brother. And maybe every mute second is our last
last chance.

—Bob Hicok
from *The Georgia Review*
Winter 2010

¹estranged — distant

- 11 The narrator's statements in lines 1 and 2 convey a sense of
- (1) fear
 - (2) disbelief
 - (3) objectivity
 - (4) irony
- 12 The reference to the T-shirt in lines 14 through 19 contributes to a central idea by suggesting that
- (1) errors are common
 - (2) relationships are complex
 - (3) stability is important
 - (4) desires are futile
- 13 The figurative language in lines 19 and 20 serves to
- (1) illustrate an example
 - (2) foreshadow an event
 - (3) signal a transition
 - (4) predict a resolution
- 14 The language in lines 29 through 35 reveals the narrator's belief that siblings are
- (1) mutually dependent
 - (2) generally friendly
 - (3) naturally oppositional
 - (4) largely unconventional
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Reading Comprehension Passage C

Peter Lake lies deep in a maple forest near the Wisconsin-Michigan border. One day in July 2008 a group of scientists and graduate students led by ecologist Stephen Carpenter of the University of Wisconsin-Madison arrived at the lake with some fish. One by one, they dropped 12 largemouth bass into the water. Then they headed for home, leaving behind sensors that could measure water clarity every five minutes, 24 hours a day.

The scientists repeated the same trip two more times in 2009. Each time they dropped 15 more bass into the water. Months passed. The lake cycled through the seasons. It froze over, thawed out and bloomed again with life. Then, in the summer of 2010, Peter Lake changed dramatically. Before the scientists started their experiment, the lake abounded in fathead minnows, pumpkinseeds and other small fish. Now, however, those once dominant predators were rare, for the most part eaten by the largemouth bass. The few survivors hid in the shallows. Water fleas and other tiny animals that the small fish once devoured were now free to flourish. And because these diminutive animals graze on algae, the lake water became clearer. Two years later the ecosystem remains in its altered state.

Peter Lake's food web has flipped, shifting from a longstanding arrangement to a new one. Carpenter triggered the switchover on purpose, as part of an experiment he is running on the factors that lead to persistent changes in the mix of organisms eating and being eaten by one another. Yet in recent decades food webs across the world have also been flipping, often unexpectedly, on a far greater scale. Jellyfish now dominate the waters off the coast of Namibia. Hungry snails and fungi are overrunning coastal marshes in North Carolina, causing them to disintegrate. In the northwestern Atlantic, lobsters are proliferating while cod have crashed.

Whether by fishing, converting land into farms and cities, or warming the planet, humanity is putting tremendous stresses on the world's ecosystems. As a result, ecologists expect many more food webs to flip in the years ahead. Predicting those sudden changes is far from straightforward, however, because food webs can be staggeringly complex.

That is where Carpenter comes in. Taking advantage of 30 years of ecological research at Peter Lake, Carpenter and his colleagues developed mathematical models of ecological networks that allowed them to pick up early-warning signs of the change that was coming, 15 months before its food web flipped. "We could see it a good long ways in advance," Carpenter says.

With the help of such models, he and other scientists are beginning to decipher some of the rules that determine whether a food web will remain stable or cross a threshold and change substantially. They hope to use their knowledge of those rules to monitor the state of ecosystems so that they can identify ones at risk of collapse. Ideally, an early-warning system would tell us when to alter human activities that are pushing an ecosystem toward a breakdown or would even allow us to pull ecosystems back from the brink. Prevention is key, they say, because once ecosystems pass their tipping point, it is remarkably difficult for them to return.

Mathematical Predators

Carpenter's work builds on a century of basic research by ecologists who have sought to answer a simple question: Why are the populations of different species the way they are? Why, for example, are there so many flies and so few wolves? And why do the sizes of fly populations vary greatly from one year to the next? To find an answer, ecologists began to diagram food webs, noting who ate whom and how much each one ate. Yet food webs can encompass dozens, hundreds or thousands of species; their complexity often turned attempted diagrams into hopeless snarls.

To make sense of the snarls, ecologists have turned food webs into mathematical models. They write an equation for the growth of one species by linking its reproduction rate to how much food it can obtain and how often it gets eaten by other species. Because
50 all those variables can change, solving the equations for even simple food webs has proved overwhelming. Fortunately, the rise of fast, cheap computers has recently allowed ecologists to run simulations of many different kinds of ecosystems.

Out of this work, ecologists discovered some key principles operating in real food webs. Most food webs, for instance, consist of many weak links rather than a few strong ones.
55 Two species are strongly linked if they interact a lot, such as a predator that consistently devours huge numbers of a single prey. Species that are weakly linked interact occasionally: a predator snacks every now and then on various species. Food webs may be dominated by numerous weak links because that arrangement is more stable over the long term. If a predator can eat several species, it can survive the extinction of one of them. And if a predator
60 can move on to another species that is easier to find when a prey species becomes rare, the switch allows the original prey to recover. The weak links may thus keep species from driving one another to extinction. “You see it over and over again,” says Kevin McCann, an ecologist at the University of Guelph in Ontario.

Mathematical models have also revealed vulnerable points in food webs, where small
65 changes can lead to big effects throughout entire ecosystems. In the 1960s, for example, theoreticians proposed that predators at the top of a food web exerted a surprising amount of control over the size of populations of other species—including species they did not directly attack. The idea of this top-down control by a small fraction of animals in an ecosystem was greeted with skepticism. It was hard to see how a few top predators could
70 have such a great effect on the rest of their food web.

But then we humans began running unplanned experiments that put this so-called trophic cascade¹ hypothesis to the test. In the ocean, we fished for top predators such as cod on an industrial scale, while on land, we killed off large predators such as wolves. We introduced invasive species such as rats to islands and gave a variety of other shocks to the
75 world’s ecosystems. The results of these actions vindicated the key role of predators and the cascading effects they can have from the top of a food web on down. . . .

Carpenter is optimistic that the early-warning system he is developing will work not just in isolated lakes but in any ecosystem, thanks to the way ecological networks are organized. Yet success would not mean that predicting a flip would be certain. The equations that he
80 and his colleagues have developed suggest that some disturbances will be so dramatic and fast that they will not leave time for ecologists to notice that trouble is coming. “Surprises will continue,” Carpenter says, “although the early-warning system does provide the opportunity to anticipate some surprises before they happen.”

—Carl Zimmer
excerpted from “Ecosystems on the Brink”
Scientific American, October 2012

¹trophic cascade — changes in the food chain caused by removal of the top predator

- 15 The first paragraph engages the reader by
- (1) describing an experiment without revealing its purpose
 - (2) challenging a theory and sharing the results
 - (3) citing data to disprove a theory
 - (4) introducing an issue to explain its implications
- 16 As used in line 13, the word “diminutive” most nearly means
- (1) unknown
 - (2) little
 - (3) sickly
 - (4) solitary
- 17 According to the author, the results of the Peter Lake experiment (lines 15 through 18) were
- (1) intentional
 - (2) unethical
 - (3) exaggerated
 - (4) inconclusive
- 18 The flipped food webs in Namibia, North Carolina, and the Northwest Atlantic (lines 18 through 22) can best be characterized as
- (1) artificial
 - (2) necessary
 - (3) planned
 - (4) problematic
- 19 In lines 23 and 24, the author emphasizes that the main cause for the flipping of food webs is
- (1) emerging diseases
 - (2) human activity
 - (3) natural disasters
 - (4) accelerated evolution
- 20 According to lines 32 through 39, why is it important to predict a possible change in an ecosystem?
- (1) to expand human involvement
 - (2) to stop scientific experimentation
 - (3) to forestall irreversible damage
 - (4) to identify potential benefits
- 21 The author’s use of questions in lines 41 through 43 establishes a
- (1) connection between population changes and scientific findings
 - (2) relationship between existing predators and prey populations
 - (3) dispute between prior research and experimental outcomes
 - (4) conflict between established theories and new ideas
- 22 The author’s use of the phrase “hopeless snarls” in line 46 connotes a
- (1) savage nature
 - (2) depressing situation
 - (3) distressed sound
 - (4) tangled mass
- 23 The details presented in lines 53 through 61 help the reader to understand the
- (1) negative effects of weak links
 - (2) predators’ need for one food source
 - (3) importance of having multiple prey
 - (4) danger in natural flipping
- 24 Which statement best summarizes a central idea of the text?
- (1) “Predicting those sudden changes is far from straightforward, however, because food webs can be staggeringly complex.” (lines 25 and 26)
 - (2) “Fortunately, the rise of fast, cheap computers has recently allowed ecologists to run simulations of many different kinds of ecosystems.” (lines 51 and 52)
 - (3) “Most food webs, for instance, consist of many weak links rather than a few strong ones.” (line 54)
 - (4) “But then we humans began running unplanned experiments that put this so-called trophic cascade hypothesis to the test.” (lines 71 and 72)

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 the United States eliminate Daylight Saving Time?

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 or not the United States government should eliminate Daylight Saving Time. 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 the elimination of Daylight Saving Time in the United States
- 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 – History of Daylight Saving Time – DST

Text 2 – Pros & Cons: Daylight Savings Time

Text 3 – Seize the Daylight: The Curious and Contentious Story of Daylight Saving Time

Text 4 – The Cost of Daylight Saving Time

Text 1

History of Daylight Saving Time – DST

DST is a change in the standard time with the purpose of making better use of daylight and conserving energy.

Clocks are set ahead one hour when DST starts. This means that the sunrise and sunset will be one hour later, on the clock, than the day before.

5 Although DST has only been used for about 100 years, the idea was conceived many years before. Ancient civilizations are known to have engaged in a practice similar to modern DST where they would adjust their daily schedules to the Sun’s schedule. For example, the Roman water clocks used different scales for different months of the Year. ...

10 Germany was the first country to implement DST. Clocks there were first turned forward at 11:00 p.m. (23:00¹) on April 30, 1916.

The rationale was to minimize the use of artificial lighting in order to save fuel for the war effort during World War I. The idea was quickly followed by Britain and many other countries, including the United States. Many countries reverted back to standard time post-World War I. It wasn’t until the next World War that DST made its return in many countries in order to save vital energy resources for the war. ...

15 In the United States, DST caused widespread confusion from 1945 to 1966 for trains, buses and the broadcasting industry because states and localities were free to choose when and if they would observe DST. Congress decided to end the confusion and establish the Uniform Time Act of 1966 that stated DST would begin on the last Sunday of April and end on the last Sunday of October. However, states still had the ability to be exempt from DST by passing a local ordinance.

20 The U.S. Congress extended DST to a period of ten months in 1974 and eight months in 1975, in hopes to save energy following the 1973 oil embargo. The trial period showed that DST saved the energy equivalent of 10,000 barrels of oil each day, but DST still proved to be controversial. Many complained that the dark winter mornings endangered the lives of children going to school. After the energy crisis was over in 1976, the U.S. changed their DST schedule again to begin on the last Sunday in April. DST was amended again to begin on the first Sunday in April 1987. Further changes were made after the introduction of the *Energy Policy Act of 2005*. ...

30 The DST schedule in the U.S. was revised several times throughout the years. From 1987 to 2006, the country observed DST for about seven months each year. The current schedule was introduced in 2007 and follows the Energy Policy Act of 2005, which extended the period by about one month. Today, DST starts on the second Sunday in March and ends on the first Sunday in November. Currently, most of the United States observes DST except for Hawaii and most of Arizona, as well as the U.S. insular areas of Puerto Rico, the U.S. Virgin Islands, American Samoa, and Guam.

—excerpted from “History of Daylight Saving Time – DST”
timeanddate.com, 1995-2014

¹23:00 — military time

Text 2

Pros & Cons: Daylight Savings Time

What are the Pros of “Daylight Savings Time”?...

Reduces Exposure to Artificial Lighting

An advantage of daylight savings time is the ability to reduce exposure to artificial lighting, which is the use of lamps and light fixtures. It is valuable to provide the correct light intensity and color spectrum for each task or environment. Otherwise, energy not only could be wasted but over-illumination can lead to adverse health and psychological effects. Beyond
5 the energy factors being considered, it is important not to over-design illumination, lest adverse health effects such as headache frequency, stress, and increased blood pressure be induced by the higher lighting levels. In addition, glare or excess light can decrease worker efficiency. ...

Prevents Vitamin D Deficiency

An advantage of observing daylight savings time is having the ability to prevent
10 vitamin D deficiency that is produced by the body from sunlight. Excessive seclusion from the sun may lead to vitamin D deficiency unless adequate amounts are obtained through diet. A lack of sunlight, on the other hand, is considered one of the primary causes of Seasonal Affective Disorder (SAD), a serious form of the “winter blues”. SAD occurrence is more
15 prevalent in locations farther from the tropics, and most of the treatments (other than prescription drugs) involve light therapy, replicating sunlight through lamps tuned to specific wavelengths of visible light, or full-spectrum bulbs. According to a study conducted by the American Academy of Neurology, results indicate that more exposure to sunshine early in a person’s life relates to less risk from Multiple Sclerosis (MS) later in life.

Increases Sunlight Effect on Cardiovascular Illnesses

An advantage of observing daylight savings time is the effect on cardiovascular illnesses
20 through having additional sunlight exposure from the shift in time. In January 2014, British researchers found that sunlight may lower blood pressure, a dangerous factor for heart attacks and stroke. It was reported that 20 minutes of Ultraviolet A (UVA) sunlight lowered blood pressure by a small but significant amount by dilating¹ blood vessels and easing hypertension.²
25 The Journal of Investigative Dermatology³ tested 24 volunteers and found that the sun increases nitric oxide levels, a chemical linked to blood flow, and results in lowered blood pressure. This research supports the claim of Richard Weller of the University of Edinburgh and Martin Feelisch of the University of Southampton, who found that people who live in the darker north have higher rates of heart disease. They concluded, “We are concerned that
30 well-meaning advice to reduce the comparatively low numbers of deaths from skin cancer may inadvertently increase the risk of death from far higher prevalent cardiovascular disease and stroke, and goes against epidemiological⁴ data showing that sunlight exposure reduces all cause and cardiovascular mortality.” ...

¹dilating — enlarging

²hypertension — high blood pressure

³dermatology — branch of medical science dealing with the skin and its diseases

⁴epidemiological — factors controlling the presence or absence of disease

What are the Cons of “Daylight Savings Time”?...

Effects Health & Healthcare Devices

35 A disadvantage of observing daylight savings time is the effects on health and healthcare devices, especially when adequately not prepared in advance for the time change. Some experience sleep deprivation and poor health due to the shift in time during the implementation of daylight savings time. Medical devices may generate adverse events that could harm patients, without being obvious to clinicians responsible for care. These problems are compounded when the daylight savings time rules themselves change; software developers must test and perhaps modify many programs, and users must install updates and restart applications. Consumers must update devices such as programmable thermostats or manually adjust the devices’ clocks. Medical devices, such as pacemakers, defibrillators, and glucose monitors, have to be adjusted as serious consequences may result if ignored since these devices operate on a standard schedule. Some studies have also found that more heart attacks tend to occur after the shift in time as well as the increase in suicide rates. ...

Disturbs Sleep Pattern

45 A disadvantage of observing daylight savings time is the disturbance in sleep pattern, especially for those that are critical of time punctuality. Light plays an integral role in sleep, in which light suppresses the secretion of the sleep-inducing substance melatonin. Light exposure tends to advance the circadian rhythm that is crucial during waking stage while darkness impedes the circadian rhythm which is crucial for sleeping. Those exposed to significant amounts of light directly before sleep are claimed by several surveys to have [sic] harder time waking up. Thus, the shift in time is likely to disturb sleep patterns to various extents that differs between individuals in accordance of each individuals [sic] personal sleep behaviors. ...

Effects Farmers’ Morning Productivity

55 A disadvantage of observing daylight savings time is the effects experienced on farmers’ morning productivity. Farmers oppose daylight savings time on the basis that grain is best harvested after dew evaporates, so when field hands arrive and leave earlier in summer their labor is less valuable. For such farmers, daylight earlier in the day is more beneficial rather than in the evening. Dairy farmers are another group that complains of time change as their cows are sensitive to the timing of milking, so when their deliveries need to be made earlier their systems are disrupted. Conclusively, observing daylight savings time is a disadvantage for farmers that are highly dependent on a consistent time schedule which can deter their production. ...

—excerpted from “Pros & Cons: Daylight Savings Time”
theprocons.com, October 22, 2014

Text 3

Seize the Daylight: The Curious and Contentious¹ Story of Daylight Saving Time

... A primary impact of daylight saving time is the reduction of energy consumption, and this has been the major impetus² for numerous countries to adopt DST. Because factories, businesses, and government offices, among others, often open at a time when the sun has already risen but do not close until after sunset, a clock advance of one hour allows them to save significant energy for lighting. The extra hour of evening daylight saves most households one hour of electricity for evening lighting, and also draws people outdoors, cutting additional indoor energy use. This savings may be wholly or partially offset by additional lighting needed in the morning, but many people sleep through the hour of sunrise, whereas almost everyone is awake during the hour of sunset. DST also often reduces the daily peak needed for electricity production (when the least efficient power sources are used) by spreading out usage to later in the evening. The DOT [Department of Transportation] concluded that the total electricity savings associated with DST amounted to about 1 percent in spring and fall, corresponding to national savings of forty to fifty megawatt hours per day.

DST also might affect home heating, air conditioning, and other forms of energy consumption. For example, the extra hour of light in the evening could cause an increase in recreational and shopping travel by automobile (and therefore an increase in gasoline consumption) that might not be offset by a corresponding decrease in the morning. On the other hand, more outdoor activities might save energy by decreasing the use of TV sets and appliances. The DOT did not detect any significant DST impact on these areas.

Another major impact of DST is the reduction of motor-vehicle accidents and fatalities. Driving after dark is much more dangerous than driving in daylight, and while there are other factors, this difference results primarily from decreased visibility. Since DST makes evenings lighter and mornings darker, the evening accident rate should decrease, while the morning rate should increase, for drivers and passengers as well as pedestrians. Since evenings see significantly more traffic than mornings — often twice as much — the overall daily accidents might be expected to decrease under DST. And better visibility is all the more important when another element is considered: early-evening drivers are more likely than morning drivers to be tired or inebriated.³ Certainly, traffic-pattern changes, weather, and other factors also may play a role in the incidence of accidents, but a shift to DST would be expected to reduce total accidents. In fact, the DOT study found a 0.7 percent decrease in fatal motor vehicle accidents for March and April under DST as compared with standard time. The decline was small but important, corresponding to approximately fifty lives saved and two thousand injuries avoided for the two-month period.

On the heated topic of safety for schoolchildren, dark DST mornings increase the risk of accidents for children on their way to school. However, the extra light from DST in the late afternoon decreases the risk of accidents for children in activities such as riding bicycles, engaging in unsupervised outdoor play, or traveling as passengers in cars. The DOT study found that under DST in March and April, the increase in morning accidents seemed to be more than offset by the decrease in evening accidents. Despite these findings, one political fact was crystal clear: The news stories of the tragic deaths of young victims in morning accidents carried far more emotional weight than statistics showing that fatalities were avoided in the evening.

Another area of DST impact is crime reduction. People generally feel safer in the daylight, and many types of crime are believed to be influenced by lighting conditions. For example, more light in the evening decreases the opportunity for street crime against

¹contentious — controversial

²impetus — cause

³inebriated — intoxicated

people returning home from work. The DOT study found that violent crime in Washington, D.C., was reduced by 10 to 13 percent during periods of daylight saving time. ...

50 Daylight saving time benefits many enterprises related to outdoor pursuits, and it also impacts a number of other economic areas, such as manufacturing, domestic trade, construction and public transportation. Groups surveyed in these areas mildly favored DST or felt it had no effect. A shift of clock time under DST lengthens the overlap of U.S. business hours with Europe and shortens the overlap with Japan. A DOT analysis showed no DST effect on communications with Japan, but an increase in communications with Europe. ...

—David Prerau
excerpted and adapted from *Seize the Daylight: The Curious and
Contentious Story of Daylight Saving Time*, 2005
Thunder's Mouth Press

Text 4

The Cost of Daylight Saving Time

... It turns out that more daylight gives us more time to shop, drive, grill and perfect our golf game. What it doesn't do is cut our energy use, as is the intent, says Michael Downing, a lecturer in English and author of *Spring Forward: The Annual Madness of Daylight Saving Time*.

5 In fact, when we lose an hour's sleep at 2 a.m. on March 9 [2014]—beginning the eight-month DST season—it will not reduce our electricity use even by one half of 1 percent, says Downing, contrary to the most recent study by the Department of Energy.

10 While the government continues to claim that the country reduces electricity use for each day during DST, Downing says we come nowhere near that. Some studies do report small reductions in electricity use, but the most comprehensive study of household energy demand and many others report an increase in overall energy consumption ranging from 1 to 4 percent during DST.

15 “The barbecue grill and charcoal industries say they gain \$200 million in sales with an extra month of daylight saving—and they were among the biggest lobbies in favor of extending DST from six to seven months in 1986,” he says. Lobbying alongside them that year was the golf industry, which says that additional month of daylight has meant more time on the links and an additional \$400 million in revenue.

20 But what's good for retail is bad for overall energy use, says Downing. “If it's light when we leave work and we decide to go to the mall or a restaurant or head for a summer night at the beach, we don't walk there; we get in our cars,” he says.

Gas consumption goes up during daylight saving time—“something the gas industry has known since the 1930s,” Downing says. That's why it lobbied hard to reintroduce DST after two short-term experiments with it to conserve electricity and other energy resources during World Wars I and II.

25 But more driving also means more carbon dioxide in the atmosphere, which exacerbates¹ climate change, says Downing. Moreover, the reduced cost of indoor lighting on sunny spring and summer afternoons is offset by higher air-conditioning costs at offices, factories and shopping malls.

30 “Every time the government studies [DST], it turns out that we are really saving nothing when all is said and done,” Downing says.

35 And yet, at the urging of many industry lobbies, the government has extended the duration of DST several times. In 1966, President Lyndon B. Johnson signed the Uniform Time Act, which instituted daylight saving time, beginning on the last Sunday of April and ending the last Sunday of October—six months in all. This act standardized customs that varied from state to state between 1945 and 1966.

40 Then in 1986, the federal law was amended to add a full month to DST, making it begin the first, not the last, Sunday in April. “This change was spurred by a large number of lobbies: golf and golf equipment, home improvement, the Hearth, Patio and Barbecue Association and the gas and fuel industries, which saw a potential boon to their sales,” Downing says. “There was little concern for those living in western parts of each time zone, where sunrise could be as late as 8:30 a.m. some months. ...

In 2005, seven months of DST became eight with the passage of the Energy Policy Act, which moved the start date to the second Sunday of March and ended it a week later, on the

¹exacerbates — aggravates

45 first Sunday in November. The change from the end of October to early November was not driven by energy savings, but by the National Association of Convenience Stores (NACS), who wanted Halloween to occur during DST. ...

“So today we have eight months of daylight saving and only four months of standard time,” he says. “Can you tell me which time is the standard?” ...

—Gail Bambrick
excerpted and adapted from “The Cost of Daylight Saving Time”
now.tufts.edu, March 4, 2014

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 19 through 21 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

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

“What’s the matter, Schatz?”

5 “I’ve got a headache.”

“You better go back to bed.”

“No. I’m all right.”

“You go to bed. I’ll see you when I’m dressed.”

10 But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

“You go up to bed,” I said, “you’re sick.”

“I’m all right,” he said.

When the doctor came he took the boy’s temperature.

“What is it?” I asked him.

15 “One hundred and two.”

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative,¹ the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing
20 to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy’s temperature down and made a note of the time to give the various capsules.

“Do you want me to read to you?”

25 “All right. If you want to,” said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle’s *Book of Pirates*; but I could see he was not following what I was reading.

30 “How do you feel, Schatz?” I asked him.

“Just the same, so far,” he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

35 “Why don’t you try to go to sleep? I’ll wake you up for the medicine.”

“I’d rather stay awake.”

After a while he said to me, “You don’t have to stay in here with me, Papa, if it bothers you.”

“It doesn’t bother me.”

40 “No, I mean you don’t have to stay if it’s going to bother you.”

¹purgative — laxative

I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o'clock I went out for a while. It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the
45 young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey² of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but
50 most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

55 At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have."

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

60 I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

65 "The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

70 "I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course it will."

75 I sat down and opened the *Pirate* book and commenced to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

80 "Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

²covey — flock

He had been waiting to die all day, ever since nine o'clock in the morning.

85 “You poor Schatz,” I said. “Poor old Schatz. It’s like miles and kilometers. You aren’t going to die. That’s a different thermometer. On that thermometer thirty-seven is normal. On this kind it’s ninety-eight.”

“Are you sure?”

90 “Absolutely,” I said. “It’s like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?”

“Oh,” he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

—Ernest Hemingway
“A Day’s Wait”
Winner Take Nothing, 1933
Charles Scribner’s Sons

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

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

- 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.

Daylight Saving Time (DST) became part of American life during World War I when the conservation of energy resources was paramount. Over the past century DST has undergone several reforms in order to meet the needs of the nation and its people. Although some argue that DST should be eliminated due to certain drawbacks, DST should remain in existence because of the many benefits it brings to the economy and society.

Some oppose DST due to perceived flaws in the system believed to be outdated and ineffective.

One argument against DST is that it lacks unity. After the Uniform Time Act of 1966, "states still had the ability to be exempt from DST by passing a local ordinance" (Text 1, lines 20-21).

As a result, "Hawaii and most of Arizona" (Text 1 line 35) have opted out of DST and the system is not entirely unified across the nation. However, this minor flaw is significantly overshadowed by the benefits of DST. Also, opponents argue that DST actually increases fuel consumption.

"Gas consumption goes up during daylight saving time...

More driving also means more carbon dioxide in the atmosphere..." (Text 4, lines 21-25). Not only do opponents

argue that gas consumption rises, but also climate change is accelerated. ~~Therefore~~ This argument conflicts with most other

data, therefore, this argument is invalid. Another argument against

DST is that it may be harmful ~~to human health~~ to

human health. "A disadvantage of observing daylight

savings time is the disturbance in sleep pattern" (Text 2

line 45). However, DST actually benefits health and the ^{major}

~~temporary~~ and temporary disruption of sleep pattern is insignificant.

Although arguments exist in favor of eliminating daylight saving time, these arguments are based on insignificant premises.

Daylight saving time is found to be beneficial to the economy in several ways. In accordance with its original purpose, DST decreases energy consumption. For businesses, "... a clock advance of one hour allows them to save significant energy for lighting" (Text 3, lines 4-5).

Saving ~~resources~~ money and energy resources is important to ~~save~~ improving America's economy. Also, DST has been found to save a vast amount of natural resources used for energy.

"DST saved the energy equivalent of 10,000 barrels of oil each day" (Text 1, lines 24).

Preserving our natural resources and maintaining efficiency in energy production is critical for economic sustainability. DST also increases business activity

from a global perspective. "A shift of clock time under DST lengthens the overlap of U.S.

business hours with Europe" (Text 3, lines 51-52). Extending business with Europe is very beneficial to America's economy.

Daylight saving time has proven to be, and should continue to be, very beneficial to America's economy.

~~DST also also~~

The positive impacts of DST are also seen in society, specifically health and crime (crime has been

~~found to~~ reduced during DST. "... [M]ore light in the evening decreases the opportunity for street crime against people returning home from work" (Text 3, lines 45-46).

Daylight savings reduces crime due to the extended number of daylight hours in the afternoon, and this is just one of

Anchor Paper – Part 2 – Level 6 – A

its many great impacts on the well-being of society. Daylight Savings also benefits the health of people. "An advantage of observing daylight savings time is having the ability to prevent vitamin D deficiency" ~~that is~~ (Text 2, lines 9-10). Sunlight aids in the production of vitamin D in the body, and extending the amount of daylight time into the afternoon lowers vitamin D deficiency rates. Although the societal impacts of DST may be overlooked, the impact is significant and highly beneficial to people's well-being.

Daylight Saving Time has been a topic of controversy for many years. Although some may argue that it should be eliminated because it is an ineffective and outdated system, ~~the~~ DST should remain in existence because of its many benefits to commerce, health, crime rates, and energy consumption.

Anchor Level 6-A

The essay introduces a precise and insightful claim, as directed by the task (*Over the past century DST has undergone several reforms in order to meet the needs of the nation and its people and DST should remain in existence because of the many benefits it brings to the economy and society*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*In accordance with its original purpose, DST decreases energy consumption and saving money and energy resources is important to improving America's economy*) and to distinguish the claim from alternate or opposing claims (*One argument against DST is that it lacks unity ... However, this minor flaw is significantly overshadowed by the benefits of DST*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*"DST saved the energy equivalent of 10,000 barrels of oil each day" ... Preserving our natural resources and maintaining efficiency in energy production is critical for economic sustainability and DST also increases business activity from a global perspective ... Extending business with Europe is very beneficial to America's economy*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, lines 4-5) and (Text 1, line 24)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that states the claim, references the counterclaim, and establishes a focus on economic and social benefits of DST, then presents a second paragraph of counterclaim rebuttal, followed by two paragraphs that support first the economic and then the societal benefits of DST, ending with a summary conclusion (*DST should remain in existence because of its many benefits to commerce, health, crime rates, and energy consumption*). The essay establishes and maintains a formal style, using sophisticated language (*Daylight Saving Time (DST) became part of American life during World War I when the conservation of energy resources was paramount*) and structure (*This argument conflicts with most other data; therefore, this argument is invalid*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Daylight Savings Time (or DST) was first used by Germany in 1916 during World War I.

Since then, many countries have begun using DST, including the United States officially adopting it in 1966 with the Uniform Time Act. The reasoning for using DST is that it is believed the hour change of clocks can conserve energy. Some people believe Daylight Savings Time should be eliminated in the United States since it is not noticeably beneficial.

However, Daylight Savings Time should remain in the United States because there are advantages of having it even beyond energy conservation.

World War I was the first time Daylight Savings Time was introduced. Germany was the first country to use DST, and used it "to minimize the use of artificial lighting in order to save fuel for the war effort during World War I." (Text 1, lines 11-12) For many years, Daylight Savings Time ~~was~~ continued to be used, although primarily during wars. In 1966, Congress passed the Uniform Time Act, setting ~~guidelines~~ guidelines for DST in the United States. DST became particularly important in the 1973 oil embargo, as it "saved the energy equivalent of 10,000 barrels of oil each day," (Text 1, line 24) showing how beneficial DST can be. Even beyond saving energy, Daylight Savings Time's practice brings different positives.

While Daylight Savings Time helps save energy, it also has health benefits. One such benefit is

a lesser exposure to artificial lighting. This is important because without "correct light intensity and color spectrum, energy not only could be wasted but over-illumination can lead to adverse health and psychological effects." (Text 2, lines 2-4) This shows that DST can help people's health by reducing the need for lamps and light fixtures. DST also prevents Vitamin D deficiencies, caused by a lack of sunlight. This is serious because it is "considered one of the primary causes of Seasonal Affective Disorder (SAD), a serious form of the 'winter blues'." (Text 2, lines 12-13) So while the hour difference of DST may not seem like much, it can greatly improve a person's mental health in an indirect way. Some claim, however, that Daylight Savings Time is disadvantageous, as it can affect health and healthcare devices, cause a "disturbance in sleep pattern," (Text 2, line 45) and disrupt a farmer's morning productivity. This is not sufficient support, though, as many of these disadvantages can depend on the a person's individual situation.

Energy conservation is a primary impact of Daylight Savings Time, but it is not the only impact. With Daylight Savings Time in place, "(t)he extra hour of evening daylight saves most households one hour of electricity for evening lighting, and also draws people outdoors, cutting additional indoor energy use." (Text 3, lines 5-7) This shows that DST can not only have economic benefits for families, but also be beneficial to the environment. Daylight Savings Time also has a benefit in relation to traffic. A "DOT

Study found a 0.7 percent decrease in fatal motor vehicle accidents for March and April under DST as compared with standard time." (Text 3, lines 30-32) While this may not seem very significant, it led to "approximately fifty lives saved and two thousand injuries avoided", (Text 3, lines 32-33), a benefit that can't be ignored. DST also affects crime as "(t)he DOT study found that violent crime in Washington, D.C., was reduced by 10 to 13 percent during periods of daylight saving time." (Text 3, lines 46-47) If for nothing else, this statistic is ^{reason} enough ~~reason~~ for supporting Daylight Savings Time in the United States.

Some people claim Daylight Savings Time should be eliminated in the United States, but this opinion is misguided. In the United States alone, there are numerous reasons why DST should be kept. Whether it be to conserve energy or reduce crime, there is always a reason why DST should stay.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Some people believe Daylight Savings Time should be eliminated in the United States since it is not noticeably beneficial. However, Daylight Savings Time should remain in the United States because there are advantages of having it even beyond energy conservation*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*So while the hour difference of DST may not seem like much, it can greatly improve a person’s mental health in an indirect way*) and to distinguish the claim from alternate or opposing claims (*Some claim, however, that Daylight Savings Time is disadvantageous, as it can affect health and healthcare devices, cause a “disturbance in sleep pattern,” ... and disrupt a farmer’s morning productivity. This is not sufficient support, though, as many of these disadvantages can depend on a person’s individual situation*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*DST became particularly important in the 1973 oil embargo, as it “saved the energy equivalent of 10,000 barrels of oil each day,” and This shows that DST can help people’s health by reducing the need for lamps and light fixtures. DST also prevents Vitamin D deficiencies, caused by a lack of sunlight. This is serious because it is “considered one of the primary causes of Seasonal Affective Disorder...”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 11-12) and (Text 2, line 45)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay with an opening paragraph that states the claim and references the counterclaim, one body paragraph that introduces the historical origins of Daylight Savings Time, two paragraphs that link the health, economic, environmental, and safety benefits to show that *even beyond saving energy, Daylight Savings Time’s practice brings different positives*, and a summative conclusion that reiterates the claim. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*While this may not seem very significant, it led to “approximately fifty lives saved and two thousand injuries avoided” ... a benefit that can’t be ignored*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

There has been much discussion as to whether or not the United States should put an end to daylight savings time (DST). The practice of setting clocks "ahead one hour when DST starts" (Text 1, line 3) has been observed by various nations for over 100 years, especially in wartime. In the United States, the "DST schedule" has been "revised several times throughout the years" (Text 1, line 30), resulting in today's eight month long period of daylight savings. While there are arguments against maintaining DST, one can not ignore all that the use of daylight savings time has done for the United States and its people. For the safety, health, and well-being of U.S. citizens, DST should not be eliminated.

On April 30, 1916, Germany used daylight savings time and became the first country to do so (Text 1, line 9). During World War I, the U.S. also used DST. According to Text 1, lines 11 and 12, "The rationale was to minimize the use of artificial lighting in order to save fuel for the war effort." The U.S. continued to use DST beyond World War I and was able to save much energy while at it. DST not only helped to save important energy resources for the war but also continued to save energy after the war.

In addition to reducing energy consumption, DST helps to make much better use of daylight. DST has the ability to reduce crime and accidents involving motor vehicles. When there is light outside, people tend to feel safer because people have a tendency to commit crimes

when it is dark outside. Text 3, lines 45 and 46 states "For example, more light in the evening decreases the opportunity for street crime against people returning home from work." Crimes committed during DST have actually decreased in some states. DST also helps to reduce the number of car accidents because it causes more daylight during the time periods in which more drivers are on the road. According to Text 3, lines 30 to 32, "... the DOT study found a 0.7 percent decrease in fatal motor vehicle accidents for March and April under DST as compared with standard time." This shows the effectiveness of DST in regard to driving safety. Although adding an hour of daylight might have some small effects, saving the lives of citizens and keeping them safe is what's important, and the U.S. should continue to do so.

Another area that DST can help with is personal health. DST can decrease cardiovascular illnesses. Although this may seem surprising, it is, in fact, true. According to Text 2, lines 21 and 22, "... sunlight may lower blood pressure, a dangerous factor for heart attacks and stroke." This is just another way that DST can save lives. Sunlight has been proven to be good for the body by increasing nitric oxide levels, and this helps lower blood pressure. Since DST adds more time of daylight, people with dangerously high blood pressures have more of a chance to lower them by getting some sun outside.

Although DST has many benefits, some people still argue that the United States should eliminate it. People that think DST should be removed may say that it isn't very effective, so what is the point of keeping it? Even though the effectiveness of DST isn't very huge, it still does a lot for our country. DST does, in fact, produce noticeable results, and all of these results together show its true potential. People may also argue that DST is confusing and causes a disturbance in sleep pattern (Text 2, line 45). In response to this, although it may take some time to adjust to, people can do it. It doesn't take much effort to adjust to just one extra hour of daylight.

The United States has been debating whether or not to eliminate daylight savings time. Because it saves energy, is good for your health, and saves lives in the process, it should not be removed. Its flaws do not outweigh its benefits. We should keep DST to better our nation.

Anchor Level 5-A

The essay introduces a precise and thoughtful claim, as directed by the task (*one can not ignore all that the use of daylight savings time has done for the United States and its people. For the safety, health, and well-being of U.S. citizens, DST should not be eliminated*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*DST not only helped to save important energy resources for the war but also continued to save energy after the war and saving the lives of citizens and keeping them safe is what's important, and the U.S. should continue to do so*) and to distinguish the claim from alternate or opposing claims (*People ... may say that it isn't very effective and People may also argue that DST is confusing and causes a disturbance in sleep pattern*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*DST has the ability to reduce crime and accidents involving motor-vehicles, Crimes committed during DST have actually decreased in some states, DST can decrease cardiovascular illnesses*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 3) and According to Text 2, lines 21 and 22]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by first introducing the topic and the claim, following with three body paragraphs that present the claim and address the counterclaims, and concluding with a summative paragraph explaining that *we should keep DST to better our nation*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*DST does, in fact, produce noticeable results, and all of these results together show its true potential*). The essay demonstrates control of the conventions with essentially no errors, even with sophisticated language.

Originally, Daylight Saving Time (DST) was created to make "better use of daylight" and to conserve energy during time of crisis (Text 1, lines 1-2). During World War I, countries desperately needed to save "vital energy resources for the war" (Text 1, line 15). However, current research shows that DST actually creates more energy use rather than saves energy. Also DST causes unsafe conditions for children and those with certain health conditions. Because DST is detrimental to health and safety and no longer serves its original purpose, DST should be eliminated by the US government.

The primary reason for creating DST was to conserve energy. Data shows that the reduction of energy consumption due to DST is very rarely achieved. In fact, energy use increases as much as 4% during DST (Text 4, lines 11-12). Although less artificial lighting during DST can save money for industries and households, this saving is meaningless because of other energy consumption increases - gas consumption for shopping and recreation during extended daylight hours and more artificial lighting expenses in the dark morning hours. With more gas consumption comes the dangerous side effect of an increase in carbon dioxide emissions (Text 4, line 25). Although a few industries, like the golf and outdoor eating and grilling businesses might benefit (Text 4, lines 13-16) from DST, it is very clear that DST creates more energy use and is an obvious threat to our environment.

DST is also a threat to the health and well-being of Americans. When households are forced to reset its clocks every fall and spring, daily schedules are disrupted, including one's own body rhythms. An hour lost or gained each time the clock changes causes disturbances in everyone's sleep schedule. (Text 2, line 45). Sleep disruptions hurt productivity in the work and learning settings. DST may also cause serious health issues. Medical devices that operate on a standardized schedule, such as pacemakers, could malfunction with severe consequences (Text 2, lines 41-43). The rates of suicides and heart attacks rise significantly during transition times of DST (Text 2, lines 43-44). Even young children are at risk for terrible accidents as they travel to school in the dark mornings (Text 3, lines 34-35). It is clear that DST is not effective, and, even more a real danger to children and adults.

Clearly, DST does not achieve its original purpose. Even though DST might give Americans some extra hours of daylight at the end of the day to be outside, this small window of time is an insufficient benefit. DST no longer serves its original purpose of conserving energy. In fact, the very opposite is true. Plus, DST creates real health risks and it may cause injury

to young children in the early morning commute;
DST must be eliminated by the US government.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Because DST is detrimental to health and safety and no longer serves its original purpose, DST should be eliminated by the US government*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*this saving is meaningless because of other energy consumption increases — gas consumption for shopping and recreation during extended daylight hours and more artificial lighting expenses in the dark morning hours and Sleep disruptions hurt productivity in the work and learning settings*) and to distinguish the claim from alternate or opposing claims (*Even though DST might give Americans some extra hours of daylight at the end of the day to be outside, this small window of time is an insufficient benefit*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Data shows that the reduction of energy consumption due to DST is very rarely achieved. In fact, energy use increases as much as 4% during DST and Medical devices that operate on a standardized schedule, such as pacemakers, could malfunction with severe consequences*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, lines 13-16) and (Text 2, lines 43-44)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an introductory paragraph that states the claim, followed by two body paragraphs which address both the claim and the counterclaim, and reiterates the claim in the conclusion (*Clearly, DST does not achieve its original purpose and DST must be eliminated by the US government*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*With more gas consumption comes the dangerous side effect of an increase in carbon dioxide emissions*). The essay demonstrates control of the conventions, exhibiting occasional errors (*households ... its, ones', it's ... purpose*) only when using sophisticated language.

"DST is a change in the standard time with the purpose of making better use of daylight and conserving energy" (Text 1, lines 1-2). However, DST is failing to accomplish what it was supposed to achieve. Therefore, the United States should eliminate DST (Daylight Savings Time).

Clocks are set ahead one hour the day DST begins. The starting date for DST has changed several times which causes confusion (Text 1, line 30). From 1945 to 1966, trains, buses, and the broadcasting industry were off-time because "states and localities were free to choose when and if they would observe DST" (Text 1, lines 16-18). In 2007, the current DST schedule was adopted and goes from early March until early November of each calendar year (Text 1, lines 32-34). Many Americans are still confused about the start and stop times of DST. This in itself is a good enough reason to eliminate DST.

Some cited advantages of DST include "having the ability to prevent vitamin D deficiency that is produced by the body from sunlight" (Text 2, lines 9-10). An excessive lack of exposure to sunlight may also lead to Vitamin D deficiency (Text 2, lines 10-11). Cardiovascular illnesses also benefit from DST. Researchers discovered that sunlight lowers blood pressure which is a direct cause of strokes and heart attacks (Text 2, lines 19-22). However, studies show that if its daylight when individuals leave work and decide to stop at the mall

or go out to eat they usually don't walk there. Instead they use their cars which in turn increases the use of gas (Text 4, lines 18-21).

There are several other disadvantages to DST as well. For example, there can be negative "effects on health and healthcare devices, especially when adequately not prepared in advance for the time change" (Text 2, lines 33-34). Consumers must adjust these devices whenever DST begins and ends. This can be very difficult for elderly people to do this by themselves (Text 2, lines 40-42). Also, the disturbance in sleep pattern every year can be a slippery slope. The shift in time often disrupts sleep patterns which can effect a persons health.

(Text 2, lines 45-46). Finally, the effects of DST on farmers' morning productivity is not successful (Text 2, lines 54-55). Crops can either lose quality or be completely lost as a result of this shift in time, which can and will affect both the farmers' livelihoods and the rest of the world's diet and overall health.

DST is failing to accomplish what it was supposed to achieve. It doesn't truly cut the nation's energy use as is the intent, points out Michael Downing a lecturer in English and author of Spring Forward: The Annual Madness of Daylight Savings Time (Text 4, lines 2-5). While the government continues to claim that DST does serve its purpose, studies show that there is, in fact, an overall increase in energy consumption ranging from

1 to 4 percent during DST (Text 4, lines 8-12). DST is also responsible for problems with health care devices, disturbances in sleep patterns and problems for farmers. If DST was eliminated, mental and physical health, livelihoods, quality of food and perhaps even lives could improve.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*However, DST is failing to accomplish what it was supposed to achieve. Therefore, the United States should eliminate DST*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Many Americans are still confused about the start and stop times of DST. This in itself is a good enough reason to eliminate DST and However, studies show that if its daylight ... they usually don't walk there*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Researchers discovered that sunlight lowers blood pressure which is a direct cause of strokes and heart attacks and The shift in time often disrupts sleep patterns*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 32-34) and (Text 2, lines 9-10)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay with an introduction that establishes a claim, three body paragraphs of support, including one that addresses and then refutes the counterclaim, and concludes with a summative paragraph (*If DST was eliminated, mental and physical health, livelihoods, quality of food and perhaps even lives could improve*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Crops can either lose quality or be completely lost as a result of this shift in time, which can and will affect both the farmers' livelihoods and the rest of the world's diet and overall health*). The essay demonstrates partial control, exhibiting occasional errors (*excesive, cardiovascular, its for "it's", eat they, a persons health, consumption*) that do not hinder comprehension.

There are many reasons why Daylight Saving Time is beneficial to the nation, but there are also reasons as to why it is detrimental. As with any decision, a choice will not always satisfy everyone. While most people prefer standard time, the industry and I prefer Daylight Saving Time as the better option.

DST was created for many reasons such as "making better use of daylight and conserving energy." (Text 1, lines 1-2) Its introduction started in Germany to save energy, many nations adapted it "to minimize the use of artificial lighting in order to save fuel for the war." (Text 1, line 11)
 → "Over-illumination can lead to adverse health ^{and} psychological effects" (Text 2, line 4) such examples are headaches, stress, vitamin D deficiency, and increased blood pressure. There are pros to health that ^{DST fixes:} "researchers ~~find~~ found that sunlight may lower blood pressure, a dangerous factor ~~of~~ for heart attacks and stroke. It was reported that 20 minutes of... ~~USA~~ sunlight lowered blood pressure." (Text 2, lines 21-23).

"Another major impact of DST is the reduction of motor-vehicle accidents and fatalities" (Text 3, line 20) ~~was~~ Since DST makes mornings ^{a bit} ~~more~~ darker and evenings lighter there is greater visibility for a driver not to crash. It also helps that morning drivers are less likely to be inebriated, and since there is less traffic in the morning, not as many accidents should occur. "The DOT study found a 0.7 percent decrease in fatal motor vehicle accidents... under DST as compared with standard time." (Text 3, lines 30-32). DST has also reduced crimes. It is a fact that people feel safer when it is lighter

out train when it is dark out; "more light in the evening decreases the opportunity for street crime against people returning home from work." (text 3, lines 45-46).

~~Standard~~ ~~time~~ ~~is~~ ~~also~~ ~~not~~ ~~a~~ ~~better~~ ~~system~~ ~~of~~ ~~time~~, due to the benefits it offers. A problem with DST is that it is not universal, and so it causes a lot of confusion ~~because~~ ^{because} in the United States, "states still had the ability to be exempt from DST by passing a local ordinance." (Text 1 lines 20-21). "Currently, most of the U.S. observes DST except for Hawaii and most of Arizona, as well as the U.S. insular areas of Puerto Rico, the U.S. Virgin Islands, American Samoa, and Guam" (Text 1, lines 34-36). This shows that DST is an ~~unorderly~~ ^{unorderly} system because it is not uniform. DST disturbs the sleep pattern of humans which can hurt them, as well as affecting the morning productivity of farmers. Farmers ~~claim~~ ^{claim} that ~~they are~~ ^{they are} "highly dependent on a consistent time schedule, ~~otherwise~~ ^{otherwise} their production will be deterred." (Text 2 lines 61-62.) → While all of the above show the problems DST has, it still does not disprove the undeniable fact that DST has more benefits than problems. DST has overall increased industry production internationally as well as domestically, it has solved underlying health problems that standard time had not managed to do. Many of ~~the~~ ^{the} problems stated can be solved. ~~Standard~~ DST is overall, and without a doubt better than standard time. DST has helped the United States with many problems like business, health, the

Anchor Paper – Part 2 – Level 4 – A

economy, and safety. It is a system that reduces the usage of energy, and maximizes the productivity of the nation. Perhaps the system is flawed, but with more benefits than problems, Daylight Saving Time is the better time that the United States needs.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*While most people prefer standard time, the industry and I prefer Daylight Saving Time as the better option*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*It also helps that morning drivers are less likely to be inebriated, and since there is less traffic in the morning, not as many accidents should occur*) and to distinguish the claim from alternate or opposing claims (*This shows that DST is an unorderedly system because it is not uniform*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*It is a fact that people feel safer when it is lighter out than when it is dark out, "more light in the evening decreases the opportunity for street crime against people returning home from work."* and *Farmers claim that they are "highly dependent on a consistent time schedule ... and their production will be detered*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 11*) and (*Text 3, lines 30-32*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, three body paragraphs that provide evidence to support the claim, one paragraph that addresses the counterclaim, and a summative conclusion that reaffirms the original claim (*DST has helped the United States with many problems like business, health, the economy, and safety ... Perhaps the system is flawed, but with more benefits than problems, Daylight Savings Time is the better time that the United States needs*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*While all of the above show the problems DST has, it still does not disprove the undeniable fact that DST has more benefits than problems*). The essay demonstrates partial control, exhibiting occasional errors (*It's introduction; save energy, many nations; domestically, it*) that do not hinder comprehension.

Wake up and get going. DST (Daylight Saving Time) gives us ~~some~~ more sunlight to do just that. Since it is lighter out for longer people can enjoy more activities and be more productive with their day. DST is a beneficial system overall, even if there are a few negative effects.

Everyone has experienced or knows someone who has experienced ~~high~~ high oil prices. DST helps to make better use of ~~sunlight~~ daylight therefore conserving energy (text 1, line 1) People use less artificial lighting which in turn saves fuel (text 1, line 11) There is research that shows DST saved the amount of energy equivalent to 10,000 barrels of oil each day. (text 1, line 24) Since oil is such a valuable resource in our society it is important to conserve it when we can.

Health may be one of the biggest problems in our modern day society. Research shows that the increased amount of exposure to sunlight, due to DST, can benefit our health. Sunlight may lower blood pressure (text 2, line 21) It increases nitric oxide levels, which helps our blood flow. (text 2, line 25) The lack of sunlight can also be harmful. It is considered a primary cause of Seasonal Affective Disorder (SAD). (text 2, line 12) This is because lack of sun may lead to vitamin D deficiency (text 2, line 12) Reducing the amount of artificial light can also be beneficial to health. ~~Using~~ Using sunlight instead of artificial light can reduce headaches, ~~stress~~ and stress. Artificial light can (text 2, line 6) cause glare or excess light decreasing worker ~~efficient~~ efficiency. (text 2, line 7)

There ~~is~~^{are} controversial ideas about DST. There

is ~~is out~~ evidence that the use of energy actually ~~energy~~ increases during DST because people are doing more things. Some industries see a raise in sales of \$200 million to \$400 million! (text ~~2~~⁴ line 13-17) However, the energy is being used in order for people to do activities. This is better than the energy being used to watch T.V., ~~or light up~~ or for artificial lighting just so people can see. It is a good claim but does not over weigh the benefits of DST.

DST can be beneficial for the consumption of oil, our health and the productivity of people. Like everything there are some negative effects. However the negative effects do not out weigh the beneficial aspects of DST. DST should continue to be a system of time used.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*DST is a beneficial system overall, even if there are a few negative effects*). 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 (*This is better than the energy being used to watch T.V. or for artificial lighting just so people can see. It is a good claim but does not over weigh the benefits of DST*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*There is research that shows DST saved the amount of energy equivalent to 10,000 barrels of oil each day and The lack of sunlight can also be harmful. It is considered a primary cause of Seasonal Affective Disorder*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(Text 1, line 1) and (text 2, line 25)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, three body paragraphs that support the claim, and a conclusion that reaffirms the original claim (*However the negative effects do not out weigh the beneficial aspects of DST. DST should continue to be a system of time used*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Artificial light can cause glare or excess light decreasing worker efficiency*). The essay demonstrates partial control, exhibiting occasional errors (*daylight therefore, resourse, promblems, controversial, However the negative*) that do not hinder comprehension.

For ~~from~~ the past one-hundred years, The U.S and many other countries have participated in what is called Daylight savings time. This is when ~~everybody~~ everybody changes the time on the clocks back or forward an hour. We do this to save gas used for electricity. A current debate is going on, though, on whether or not should the U.S ~~the~~ eliminate Daylight savings time. In my opinion, the U.S should eliminate Daylight savings time because it does not really effect anything.

According to text 1, "The DST schedule in the U.S was revised several times throughout the years." ~~for~~ (Text 1, lines 30) ~~from~~ During the years of 1987 to 2006, the DST season lasted for seven months. In 2007, though, the DST season was changed to ~~the~~ what it is currently now. ~~summa~~ However, parts of the United states doesn't participate in ~~the~~ DST. These parts are Hawaii, most of Arizona, Puerto Rico, U.S. Virgin Islands, American Samoa, and Guam. ~~summa~~ ~~the~~ In 1966, The Uniform time act was passed to end confusion caused by DST, ~~the~~ however it also let parts of the U.S, like the ones listed above to not participate in DST. ^(Text 1, lines 18-31) If the U.S should continue DST, all parts of the U.S should participate.

Daylight savings time should be eliminated

because it effect health, disturbs patterns of sleep and gives farmers a disadvantage. Some medical devices have a standardized schedule. According to text two, "... pace-makers, defibrillators, and ~~no~~ glucose monitors, have to be adjusted as serious consequences may result if ignored..." ^{1) (Text 2, lines 41-43)} This means that, because of DST, these devices have to be re-adjusted to fit the time-shift. DST needs to be eliminated so people can ~~more~~ easily regulate their sleep schedule. According to text two, "Light plays an integral role in sleep, in which light suppresses the secretion of the sleep-inducing substance Melatonin. Light exposure tends to ~~advance~~ advance the circadian ~~rythm~~ that is crucial during waking stage while darkness impedes the circadian rythm which is crucial for sleeping." (text 2, lines 46-49) Meaning that because of the time shift, regulating sleep schedules are hard because of the amount of light ~~being~~ being exposed. The amount of light also effects farmers because it effects when they are ready to produce. According to Text two, "... observing daylight savings time is a disadvantage for farmers that are highly dependent an a consistent time schedule which can detere there production." (Text two, lines 60-62) Overall DST should be eliminated because it effect medical devices, sleep patterns, and

farmers ability to produce crops on time.

In text ~~two~~ four, Micheal Downing states that DST does not save anything. Downing states, "If it's light when we leave work and we decide to go to the mall or a restaurant or head for a summer night at the beach, we don't walk there; we get in our cars." (Text 4 lines 19-21)

According to Downing because of all the extra daylight we ~~give~~ get from DST, we plan to do recreational activity. This causes oil use to go up. Daylight savings was intended to save oil, but it is doing quite the opposite.

In conclusion, the U.S. should eliminate Day light savings time.

Anchor Level 4-C

The essay introduces a reasonable claim, as directed by the task (*In my opinion, the U.S should eliminate Daylight savings time because it does not really effect anything*). The essay demonstrates some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims, only making a single observation (*We do this to save gas used for electricity*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Daylight savings time should be eliminated because it effect health, disturbs patterns of sleep and gives farmers a disadvantage and This means that, because of DST, these devices have to be re-adjusted to fit the time-shift*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 30) and (Text 2, lines 41-43)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, a second paragraph that reviews the history of the *DST schedule in the U.S.*, two paragraphs that present DST's negative effects on *medical devices, sleep patterns and farmers, and oil use*, and a brief conclusion. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*DST needs to be eliminated so people can easily regulate their sleep schedule and Daylight savings was intended to save oil, but it is doing quite the opposite.*). The essay demonstrates partial control, exhibiting occasional errors (*parts ... doesn't participate; caused by DST, however it; it effect health; rythm; farmers ability*) that do not hinder comprehension.

The United States should not eliminate the use of daylight savings time. Daylight savings time, otherwise known as DST, is when clocks are set ahead by an hour.

The use of daylight savings time has many pros. The first pro is that it reduces the exposure to artificial lighting. When people have less exposure to this (fake) lighting, they tend to have less stress, and complain about headaches less. Exposure to sun decreases blood pressure, adverse health, and also reduces psychological illnesses. DST prevents vitamin D deficiency. When the body receives sunlight, it tends to produce this vitamin. Sunlight is also known to prevent disorders such as Seasonal Affective Disorder. (Text 2 lines 12-13)

American Academy of Neurology conducted a study and had results that proved that ~~the~~ exposure to sunshine also decreases chances for Multiple Sclerosis. (Text two - lines 16-18)

Another great advantage of following daylight savings time is that it has many positive effects on cardiovascular illnesses. In the year of 2014, British researchers found it to be true that sunlight lowers blood pressure. Blood pressure is one of the main causes of heart attacks and strokes. Exposure to sunlight dilates blood pressure and

relieves hypertension. Richard Weller of the University of Edinburgh and Martin Feelisch of the University of Southampton noted that people who live in the darker north tend to have higher rates of heart disease. (Text two-lines 24 to 26)

Daylight savings time also has a great impact on the reduction of energy consumption. The advanced hour allows offices to save a lot of energy for lighting. It also saves most households one hour of electricity that can be used for lighting in the night. The extra hour of light also causes ~~more~~ recreational travel. These outdoor activities "might save energy by decreasing the use of TV sets and appliances." (Text 3 - lines 18 to 19) One other positive impact of ~~DST~~ DST is that it decreases the number ~~of~~ of car accidents as driving in the dark is much more dangerous than driving in the nighttime.

Daylight savings time has both pros and cons. It reduces cardiovascular illnesses, reduces energy consumption, and reduces ~~the~~ the number of accidents caused by cars. It also causes sleep deprivation due to the drastic shift of time and causes a disturbance in sleep patterns. Overall, daylight

savings time has many more positive effects than negative effects.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*The United States should not eliminate the use of daylight savings time*). The essay demonstrates some analysis of the texts (*When people have less exposure to this (fake) lighting, they tend to have less stress, and complain about headaches less*), but insufficiently distinguishes the claim from alternate or opposing claims (*It also causes sleep deprivation due to the drastic shift of time and causes a disturbance in sleep patterns*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Exposure to sun decreases blood pressure, adverse health, and also reduces psychological illnesses* and *It also saves most households one hour of electricity that can be used for lighting in the night*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text two - lines 16-18*) and (*Text 3 - lines 18 to 19*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces a claim, three paragraphs that support the claim, and a concluding paragraph that refers to a counterclaim and supplies a brief conclusion (*Overall, daylight savings time has many more positive effects than negative effects*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Another great advantage of following daylight savings time is that it has many positive effects on cardiovascular illnesses*). The essay demonstrates partial control, exhibiting occasional errors (*recieves, Accademy, officies*) that do not hinder comprehension. The essay addresses fewer texts than required by the task and can be scored no higher than a 3.

Many people believe Daylight Saving time is bad for ~~the~~ the US, many others believe Daylight savings time is great. Daylight saving time should not be eliminated from the United States. When it comes to Daylight Saving time, the pros outweigh the cons.

Daylight Saving time is very useful in the United States. In Text 2, lines 1 and 2 there are advantages to using the Daylight saving time. The advantages are, the ability to reduce exposure to artificial lighting. It is valuable to provide the correct light intensity and color-spectrum for each task of the environment. In lines 9 and 10 there is another advantage. It is the ability to prevent Vitamin D deficiency that is produced by the body from sunlight. Daylight Saving Time is not only helpful to the environment but also helpful to ones health. In text 1, lines 21 and 22, the US Congress extended Daylight Saving time to a period of ten months in 1974 and eight months in 1975. The US Congress hoped to save energy following the 1973 oil embargo. The trial period showed that Daylight Saving Time saved the energy equivalent of 10,000 barrels of oil each day. Daylight Saving time is in fact useful.

In Text 4 lines 1 and 2 state that it turns out that more daylight give people more time to go shopping, drive, grill, and

even perfect ones golf game. Daylight Saving Time is beneficial to a persons everyday life. Daylight Saving time does not cut a persons energy use. As is the intent, says Michael Downing. In Text 2 lines 3 and 4 says, that energy not only could be wasted, but over illumination can lead to adverse health and psychological effects. That is if the exposure of artificial lighting is not reduced. Daylight Saving time helps reduce the exposure of artificial lighting.

There are more reasons why the US should not eliminate Daylight Saving time, than there are reasons that US should eliminate Daylight Saving time. Daylight Saving time, in a lot of ways, is beneficial to the US. Daylight Saving time should not be eliminated from the US.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*Daylight Saving time should not be eliminated from the United States. When it comes to Daylight Saving time, the pros outweigh the cons*). The essay demonstrates some analysis of the texts (*Daylight Saving time is very useful in the United States*), but insufficiently distinguishes the claim from alternate or opposing claims (*Daylight Saving time does not cut a persons energy use. As is the intent, says Michael Downing*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*The advantages are, the ability to reduce exposure to artificial lighting*). The essay demonstrates inconsistent citation of sources to avoid plagiarism by failing to use quotation marks with direct quotes (*In text 1, lines 21 and 22, the US Congress extended Daylight Saving time to a period of ten months in 1974 and eight months in 1975*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then presenting two paragraphs of support, including a brief reference to the counterclaim, and ending with a summary conclusion. The essay establishes but fails to maintain a formal style, using primarily basic language (*Many people believe Daylight Saving time is bad for the US. Many others believe Daylight savings time is great*) and structure (*That is if the exposure of artificial lighting is not reduced. Daylight Saving time helps reduce the exposure of artificial lighting*). The essay demonstrates emerging control, exhibiting occasional errors (*belive; Daylight Saving time; lines 1 and 2 there; are, the; artificial; enviornment; ones health; US Congress; is in fact*) that hinder comprehension.

Should day light savings times be ridded of? There would be positive and negative connotations if that were to happen. The way one looks at it you could say yes or no. ~~How~~ how it is stated in the pieces of writing on the previous pages daylight savings should be eliminated.

The only reason that daylight savings started was because the U.S. wanted to save oil for the war. (passage 1). The cons of daylight savings is that it can mess up health care devices (passage 2, line 3). This can make it hard for the medical profession to collect time devices' time, and ~~there~~ would have to do extensive programming to get it right. (passage 2, line 4). This is why the united states of America should rid us of the burden of daylight savings.

Next some of the ~~pros~~ ^{pros} of daylight savings could be that it saves energy (passage 3, line 1). This was the main reason why it was formed. But with this extra hour of what I suppose to save us energy will actually use more energy (text 3, line 5). So it will use more energy. telling why we should rid the united states of America of

Anchor Paper – Part 2 – Level 3 – C

The burden of having to change our clocks
for day light savings.

with all this important information
handed upon you, it can be said that
day light savings is bad. without a doubt
it uses much more energy than it would
save making me think "why would anyone want
to use more energy." ~~that is why it is bad~~
~~that is why~~ that is why day light savings should
be no more.

Anchor Level 3-C

The essay introduces a reasonable claim, as directed by the task (*How it is stated in the pieces of writing on the previous pages daylight savings should be eliminated*). The essay demonstrates some analysis of the texts (*The cons of day light savings is that it can mess up health care devices*), but insufficiently distinguishes the claim from alternate or opposing claims (*Next some of the pros of day light savings could be that it saves energy*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*This can make it hard for the medical profession to correctly time devices' time, and would have to do extensive programming to get it right*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Passage 1*); (*Passage 2, line 33*); (*text 3, line 5*)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay by introducing a claim, followed by two paragraphs supporting the claim, with a brief reference to a counterclaim. The essay concludes with a repetition of the original claim (*That is why daylight savings should be no more*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Should Day light savings times be ridded of? and There would be positive and negative conitions if that were to happen. The way one looks at it you could say yes or no*). The essay demonstrates a lack of control, exhibiting frequent errors (*it you; reason; wanted; The cons ... is; suppose; energy; telling; burnden; doubt it*) that make comprehension difficult.

The United States has daylight saving going on ~~for~~ for many years.

Daylight savings benefits many Americans. Daylight savings has many effects on the government and the people in the United States.

Daylight savings gives many Americans positive outcomes.

Many positive outcomes come out of daylight savings. For example in text 2 daylight savings reduces exposure to artificial lighting also reduces exposure to artificial lighting. Daylight savings saves many factory owners significant energy for lighting stated in text 3. DST reduces accidents and fatalities of motor vehicles.

Another area of DST impact is crime reduction.

Other people argue that DST is an negative impact on society. That DST increases sunlight effect on cardiovascular illnesses. ALSO, that it disturbs sleep pattern.

Anchor Level 2–A

The essay introduces a claim (*Daylight Savings gives many Americans positive outcomes*). The essay demonstrates confused and unclear analysis of the texts (*Other people argue that DST is an negative impact on society. That DST increases sunlight Effect on cardiovascular Illnesses*), insufficiently distinguishing the claim from alternate or opposing claims (*Also, that it disturbs sleep pattern*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis by quoting several phrases from *text 2* and *text 3* without the use of quotation marks (*daylight savings reduces exposure to artificial lighting also reduces exposure to artificial lighting*). 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 with an opening that states that *Daylight Savings has many effects on the government and the people in the United States*, one paragraph briefly listing the *positive outcomes*, one paragraph consisting of a single plagiarized sentence, and one paragraph that uses two subheadings from *Text 2* in an attempt to address the counterclaim. The essay lacks a formal style, using some language that is inappropriate and imprecise (*The United States has daylight saving going on for many years and DST is an negative impact on society*). The essay demonstrates emerging control, exhibiting occasional errors (*benifits, For example in text 2 daylight, lighting also reduces, vechiles, Sunlight Effect*) that hinder comprehension.

Anchor Paper – Part 2 – Level 2 – B

Should there be a daylight savings time? There should be a Daylight Savings Time (DST). DST shouldn't be a problem in society with all the technology. There are more reasons why we should save daylight savings time than get rid of it.

In the text History of Daylight Saving Time (DST) says make better use of the daylight and conserving energy DST was extended. In Text 2 titled Pro & Cons: Daylight Savings Time said "reduce exposure to artificial light". You have the ability to prevent vitamin D deficiency that is produced by the body from sunlight. Lack of sunlight can lead to the Seasonal Affective Disorder (SAD). In the Cost of Daylight Saving Time passage is positive about keeping daylight savings time. It says ~~there~~ "more time to shop, drive, grill and perfect our golf game".

It shouldn't be saved because because it effects Health & Healthcare devices. Also it effects farmers morning productivity. There are claims it shouldn't be saved but your better off having it.

That's why it should be saved. DST shouldn't matter with the auto DST on technology. Daylight Savings Time should be here because it gives people a break sometimes more sun.

Anchor Level 2–B

The essay introduces a claim (*There should be a Daylight Savings Time*). The essay demonstrates a confused and unclear analysis of the texts (*DST shouldn't be a problem in society with all the technology*), insufficiently distinguishing the claim from alternate or opposing claims (*It shouldn't be saved because ... it effects Health & Healthcare devices* and *it effects farmers morning productivity*). The essay presents ideas inconsistently (*It says "more time to shop, drive, grill and perfect our golf game"*) and inaccurately (*DST shouldn't matter with the auto DST on technology*), in an attempt to support analysis, making use of some evidence that may be irrelevant (*it gives people a break*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*In Text 2*). The essay exhibits inconsistent organization of ideas and information, presenting a brief opening paragraph and a claim, a body paragraph that lists three texts followed by a brief comment after each in favor of DST, then abruptly shifts to a paragraph that alludes to the counterclaim, ending with an irrelevant conclusion (*Daylight Savings Time should be here because it gives people a break sometimes more sun*) and failing to create a coherent essay. The essay lacks a formal style, using some language that is imprecise (*In the text ... says, In the Cost of Daylight Saving ... is, because because, effects for "affects", your for "you're"*). The essay demonstrates a lack of control, exhibiting frequent errors (*artifical, pervent, deficeincy, postive, game*) *It, farmers ... productivity, saved but, That why*) that make comprehension difficult.

There ~~is~~ both pros and cons of ~~Daylight~~
Daylight Saving Time. It helps ~~us~~ humans with
some aspects of life, but it also has
its flaws. It's rising so questions, "Should the
United States government eliminate Daylight Saving?"

There ~~is~~ many reasons why we should ~~keep~~
it, and reasons ~~to~~ get rid of it.

I ~~do~~ believe that we should ~~keep~~ the DST
system in America. There are ~~so~~ many positive
effects it has on the people and society. One
positive effect ~~is~~ reduction ~~of~~ of energy (Text 3)
such as oil, which ~~is~~ is a non-renewable resource.
So if it save oil ~~then~~ it stay that way
and DST ~~is~~ is allowing us to save as
much oil as possible.

Anchor Level 2-C

The essay introduces a claim (*I believe that we should keep the DST system in America*). The essay demonstrates an unclear analysis of the texts (*One positive effect is reduction of energy (Text 3) such as oil*), failing to distinguish the claim from alternate or opposing claims (*There is many reasons why we should keep it, and reasons get rid of it*). The essay presents little evidence from the texts. The essay does not make use of citations, although there is a random citation (*Text 3*) that does not support the information cited. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by introducing a claim in the first paragraph, followed by a second paragraph of repetitive ideas about *reduction of energy*. The essay lacks a formal style, using some language that is imprecise (*It's rising so questions*). The essay demonstrates a lack of control, exhibiting frequent errors (*There is both, It help, it's flaws, (Text 3) such, non-renewable, resource, it save oil, it stay*) that make comprehension difficult.

Hi, its 9:50, I am sitting next to my good friend matt. I am really hungry and want chicken nuggets. well in my opinion I really dont mind daylight savings time. I like it being bright out for longer, it puts me in a better mood. And keeps me from falling asleep periodically through the day. I think we should keep it!! 😊

Anchor Level 1-A

The essay introduces a claim (*I really dont mind daylight savings time ... I think we should keep 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 presents inconsistent organization of ideas and information, failing to create a coherent essay, consisting of a single paragraph of loosely related opinions about daylight saving time (*it puts me in a better mood*) and concluding with *I think we should keep it!!!* The essay lacks a formal style, using some language that is inappropriate (*Hi, its 9:50* and *I am really hungry and want chicken nuggets*). The essay demonstrates partial control, exhibiting occasional errors (*its* for “it’s”; *9:50, I; dont; longer, it; mood. And*) that do not hinder comprehension. The essay is a personal response, making no reference to the texts, and can be scored no higher than a 1.

Should the United States eliminate Daylight Saving Time? I do not think that daylight saving time should be eliminated. I believe that Daylight Savings Time should not be eliminate because Daylight saving time is a change in the standard time with the purpose of making better use of daylight and conserving energy. An

An advantage of the use of DST is the ability to reduce exposure to artificial lighting, which is the use of lamps and light fixture. (Text 2 Line 1+2) This is a very important reason to have DST because it protects us mediclally. Another advantage of the use of DST is the effect it has on the cardiovascular system through having additional sunlight exposure from the shifting of the time (TEXT 2 LINE 20) This leads to the reduction of strokes, cardiovascular diseases, and it goes against epidemiological.

Anchor Level 1-B

The essay introduces a claim, using the language taken from the task (*I do not think that daylight saving time should be eliminated*). The essay demonstrates unclear analysis of the texts, making only one original but vague observation (*This is a very important reason to have DST because it protects us mediclally*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from Text 1, copying but not citing lines 1 and 2, and from Text 2, again copying lines 1 and 2. The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, only offering two citations for Text 2 [(Text 2 Line 1 & 2), (TEXT 2 LINE 20)] and fails to use quotation marks. The essay exhibits minimal original student writing, making assessment of language and conventions unreliable.

The United States should not eliminate Daylight Saving Time because it prevents some medication activities and reduces the reduction of oil and also some reduction of some costs.

Some people believe that it reduces artificial lighting which is to provide the correct light intensity. But I believe that it provide sunlight for the people who are lack of vitamin D. And even from the text, the study conducted by the American Academy of Neurology results indicate that more exposure to sunshine early in a person's life relates less risk from Multiple Sclerosis later in life. It also lower blood pressure. This show that daylight saving time is a factor of controlling the presence of disease.

Daylight Saving Time helps workers to work for longer period of time and some reduction of costs in our Country.

Daylight Saving Time, or DST, should not be eliminated from the United States. In modern society Daylight Saving Time has become an expected part of life. Also there are too many benefits to DST to just get rid of it.

The largest benefit is health. Artificial lighting can be too bright and cause headaches, stress, and increased blood pressure (text 2, line 6). Natural light is just bright enough and is the correct intensity. More natural lighting also means that people will have less of a chance of developing a vitamin D deficiency. If someone was secluded from the sun and only had artificial lighting they could develop a form of depression known as Seasonal Affective Disorder, or "winter blues" (text 2, line 12-13). If said person was exposed to natural light regularly their vitamin D levels would have been fine. Lastly, the more natural daylight hours means less artificial light being used (text 3) and more energy saved.

Daylight Saving Time, which originated in WW1 (text 1), was implemented to save energy and resources. Today however it has become a part of modern life and should remain so.

For nearly one hundred years, countries all over the world have been using daylight savings time, or DST. Daylight savings time is the practice of adjusting the time of day in order to make better use of the sunlight. Some people believe that the United States should eliminate DST completely. In fact, Hawaii and most parts of Arizona already have. I believe that Daylight Savings Time is important and should not be eliminated.

The number one reason why the US should not eliminate DST is because it saves energy. Text 1 explains how after the 1973 ~~embargo~~ Oil Embargo, the United States did a trial period in 1974 where they tried DST for 10 months and another trial period in 1975 for 8 months. This resulted in the United States saving roughly 10,000 gallons of oil. Text 3 also ~~goes~~ tells how DST saves energy. With the extra hour of sunlight, people are more likely to go outside rather than stay indoors. By shutting off the TV and other appliances before going outside, the US saves about 40-50 megawatts per day (line 13).

Another reason why the United States should not eliminate daylight savings time is the positive effects it has on people's health ~~and safety~~. Text 2 states that with more daylight, a person does not have to spend as much time using artificial light, which could cause some health and psychological problems. If a person ~~is~~ does not spend enough hours in the sunlight, their Vitamin D intake goes down. This is a major cause of Seasonal

Affective Disorder (line 13). Seasonal Affective Disorder can lead to depression and even suicide, if not treated.

In January 2014, British researchers concluded that increased exposure to sunlight results in a lower blood pressure and a less of a risk of heart attacks or strokes (lines 21-23). The more exposed people are to sunlight, the more beneficial it is to their health.

Not only is DST more healthy for people, but it is also more safe. Text 3 gives an example from a test that the Department of Transportation did.

Apparently, more people are apt to drive at night ~~versus~~ driving in the ~~evening~~ morning. If the United States eliminate DST, there would be one less hour of driving time at night. According to the Department of Transportation, by adding the extra hour of daylight, approximately 50 lives are saved and over 2,000 injuries are spared (lines 32-33). Crime rates also decrease when there is an extra hour of daylight. A study in Washington D.C. showed that violent crime rates went down 10-13 percent during DST (lines 46-47).

Many people believe that the U.S. should eliminate DST. According to passage 3, DST interferes with a person's sleeping schedule and their timing is thrown off by an hour for a few days. Farmers also do not like DST because it is more beneficial to harvest wheat after dawn evaporates. To them, they are losing an hour of daylight in the morning. Cows are also very sensitive to their milking times, which causes problems for farmers as well (line 61-63).

I believe that the United States should not eliminate Day light Savings time. We've been doing it for roughly 100 ~~to~~ years, in fact, it's been practiced since the Roman Times. The Pros just outweigh the con's and we need to continue using DST. It's important for our economy, health, and safety.

DST, better known as Daylight savings time, is a time where clocks change and the sun stays out longer because of our switch in times. There is an extra hour of sunlight during the day when DST is put into effect. There are complaints saying that DST does not actually save money, but it uses more. Since the extra sunlight is healthy, it promotes safer transportation and gets people out of the house. DST is a good idea that utilizes the power of the sun.

According to text 2, there are many pros to DST being put into use. A pro of DST is \equiv it reduces exposure to artificial lighting. Too much artificial lighting is not good because, according to text 2, line 4, "over-illumination can lead to adverse health and psychological effects." These effects that take place consist of headache frequency because of the artificial light, more stress and increased blood pressure, and can decrease a worker's efficiency if there is too much glare or excess light. Another pro is that it prevents vitamin D deficiency. Vitamin D deficiency is caused from an excessive isolation from sunlight. Sunlight is needed to keep people happy as well. "A lack of sunlight, on the other hand, is considered one of the primary causes of Seasonal Affective

Disorder, a serious form of The 'winter blues'" (text 2, lines 12-13). These "winter blues" can make people depressed and not productive.

DST saved fuel and money, but it also caused confusion and required standardization. According to text 1, "The rationale was to minimize the use of artificial lighting in order to save fuel for the war effort during World War I" (lines 11-12). It did help countries save during these times of war because even Britain and the United States followed and implemented a system of DST. Although it saved money, it also caused confusion among the civilians. The evidence found in text 1 was "In the United States, DST caused widespread confusion from 1945 to 1966 for trains, buses and the broadcasting industry because states and localities were free to choose when and if they would observe DST" (lines 16-18). This later was fixed when Congress made the Uniform Time Act of 1966 that stated "DST would begin on the last Sunday of April and end on the last Sunday of October" (text 1, lines 18-20). This became standard since "currently, most of the United States observes DST" (text 1, line 34).

There are many positives with DST. According to text 3, "The extra hour of evening daylight saves most households one hour of electricity for evening lighting, and also draws people outdoors, cutting additional indoor energy use" (lines 5-7). Families are able to get out of the house and spend time together in the sunlight instead of coming home after work in the dark. Another pro of DST is the reduction of car accidents and fatalities. As stated in text 3, "Driving after dark is much more dangerous than driving in the daylight" (line 21). DST keeps the roads safer. It also keeps the crime rate down as well because the extra hour of sunlight promotes a safer experience in places where crimes could happen (text 3, line 43-44).

Overall, DST is a good idea that promotes a healthy, happy, and safer lifestyle. There is less depression and less money being spent on lighting a house. There are pros and cons because of its effect on citizens. More daylight equals more time to spend outside with family and friends, and it keeps one happy.

Over the last several decades, there has been a controversial debate on whether or not daylight savings time should continue to be used. Daylight savings time was first established by Germany in 1916 (Text 1, lines 9-10). This practice was soon followed by many countries worldwide. The United States created its current form of daylight savings time in 2007 (Text 1, lines 32-33). There are many people who are not in favor of daylight savings time for several reasons, but it is overall beneficial to society and should continue to be used in the United States.

Many people have reasons for not liking daylight savings time, many of which are inaccurate. For example, many people fear that dark mornings caused by daylight savings time leads to an increase in danger to the lives of school children (Text 1, lines 25-26). This may be true but by saving an extra hour of light in the afternoon, children's after school activities, such as bike riding, tend to be safer causing fewer accidents and fatalities (Text 3, lines 36-37). Another reason why people do not approve of daylight savings time is because studies have found that after the time shift more heart attacks occur (Text 2, lines 43-44). This claim is controversial with science, because an increase in time spent in the sun is found to significantly reduce cardiovascular disease, including heart attacks (Text 2, lines 31-32). One final reason why many people

do not approve of daylight savings time is because they believe energy savings may be reduced to take care of the need for extra light in the dark mornings (text 3, lines 7-8). This is not accurate because most people sleep through sunrise, and most people are awake at sunset, therefore energy is saved in the afternoons (text 3, lines 8-9). Many people are ~~are~~ against daylight savings time, but their reasons may be countered and proven wrong.

There are ~~are~~ several other reasons why people are in favor of daylight savings time. One reason is that the extra sunlight reduces the need for artificial light from items such as lamps (text 2, lines 1-2). Another reason why many people are in favor of daylight savings time is because it reduces the crime rate, since most crimes tend to take place in the dark ~~at~~ rather than in broad daylight (text 3, lines 43-44). One final reason why daylight savings time is beneficial to the United States is because the Department of Transportation (DOT), found that the time change causes a national energy savings of about forty to fifty megawatt hours every day (text 3, lines 12-13). There are numerous reasons why daylight savings time is beneficial to the United States, and therefore should be kept.

Daylight savings time has caused a nationwide debate for many years. There are many people who have reasons for ~~being~~ being against it that are not all valid. Daylight savings time is very beneficial to the United States and should continue be used.

Practice Paper A – Score Level 2

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 4

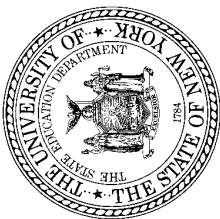
Holistically, this essay best fits the criteria for Level 4.

Practice Paper D – Score Level 5

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

Practice Paper E – Score Level 4

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



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.

In the provided text, a young boy believes he is dying from a sickness when, in fact, he is not that ill. Ignorance, particularly in youth, has the tendency to lead to further misconceptions that are completely removed from the reality of the situation. The ~~author~~ author of this text utilizes the literary technique of irony in order to prove that a simple misunderstanding can ignite a series of falsely-made decisions or actions. Although these decisions or actions are based off of incorrect information, they can indirectly lead to further enlightenment which, in an ironic sense, is the complete opposite of ignorance.

Ignorance of a potential problem may lead one to believe that their situation is much worse than it actually is. One example of this is when the boy is staring at the foot of his bed. It can be inferred that his "staring still" (line 59) means that he is in heavy thought about his predicament. Perhaps if he was knowledgeable of his current health status, he wouldn't have to worry as much. Another example of the effects of misconstrued information is when the boy will not allow anyone to enter his room on account of his illness. Although the boy does have a fever, this exaggeration leads the reader to believe that the boy himself believes that he is in a rather dire situation when, in fact, it is not as dire as it appears to be. One last example of the essence of youthful ignorance is when the boy believes that he will die because nobody can live with a fever higher than 44 degrees, when he actually is thinking of a separate conversion. In an ironic twist, all of the worries and precautions ~~poss~~ possessed by the boy are all made in ignorant misjudgment based off of incorrect information. Even though the boy wasn't ~~actually~~ mortally ill,

the belief that he was led to his dismal and gloomy behavior which was, ironically, completely unnecessary.

In conclusion, youthful ignorance and simple misunderstanding often go hand in hand. It can be inferred that if the boy had obtained a better understanding of temperature conversions, his dismal and worrisome attitude could have been negated by a basic knowledge of the status of his condition. The playful irony that he was not in any danger of dying all along goes to show that any misunderstanding can sprout ignorance that is totally contrary to the truth of the situation.

Anchor Level 4–A

The response introduces a well-reasoned central idea (*Ignorance, particularly in youth, has the tendency to lead to further misconceptions that are completely removed from the reality of the situation*) and a writing strategy (*The author of this text utilizes the literary technique of irony in order to prove that a simple misunderstanding can ignite a series of falsely-made decisions or actions*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of irony to develop the central idea (*Although these decisions or actions are based off of incorrect information, they can indirectly lead to further enlightenment which, in an ironic sense, is the complete opposite of ignorance*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Another example of the effects of misconstrued information is when the boy will not allow anyone to enter his room on account of his illness and One last example of the essence of youthful ignorance is when the boy believes that he will die because nobody can live with a fever higher than 44 degrees, when he actually is thinking of a separate conversion*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and a writing strategy, then presenting three examples of ignorant misjudgment, each followed by its effect and concluding with a summative analysis (*The playful irony that he was not in any danger of dying all along goes to show that any misunderstanding can sprout ignorance that is totally contrary to the truth of the situation*). The response establishes and maintains a formal style, using precise language and sound structure (*It can be inferred that if the boy had obtained a better understanding of temperature conversions, his dismal and worrisome attitude could have been negated by a basic knowledge of the status of his condition*). The response demonstrates control of the conventions with infrequent errors (*one ... their*).

The central idea of this text is that misunderstandings and the lack of knowledge may cause one to lose hope in life. One literary technique that helps develop this central idea is characterization. In the text, the boy is characterized as a nine-year-old ~~boy~~ who has little experience in life. "...he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years." Even when the doctor ~~assured~~ assured them that he was going to be fine, the boy "seemed very detached from what was going on." The boy is characterized as not being emotionally expressive. He was really worried about his condition but in front of his father, he stated that, "I ~~don't~~ don't worry." He didn't want to burden his father and was afraid that he would spread his sickness to him.

Afraid of death, the boy finally asked, "How long will it be before I die?" It turns out that he had misunderstood the ~~measurements~~ measurements that different countries use. Being a young boy, he was given the wrong impression that "... you can't live with forty - four degrees." His lack of knowledge because of his young age caused him to think that he was going

Anchor Paper – Part 3 – Level 4 – B

to die. Realizing that he had misunderstood,
"the ~~was~~ hold over himself relaxed too."
The revelation gave him a sense of enlightenment
and he released all his anxieties.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*The central idea of this text is that misunderstandings and the lack of knowledge may cause one to lose hope in life*) and a writing strategy (*One literary technique that helps develop this central idea is characterization*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of characterization to develop the central idea (*the boy is characterized as a nine-year-old who has little experience in life and The boy is characterized as not being emotionally expressive*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He was really worried about his condition; He didn't want to burden his father and was afraid that he would spread his sickness to him; he had misunderstood the measurements that different countries use*). The response exhibits acceptable organization of ideas and information to create a coherent response, first introducing a central idea and a writing strategy, then presenting information about the boy's characterization in support of the central idea, and concluding with the boy's realization *that he had misunderstood*. The response establishes and maintains a formal style, using appropriate language and structure (*Afraid of death, the boy finally asked and he released all his anxieties*). The response demonstrates control of the conventions with infrequent errors (*fourty-four and relevation*).

The central idea apparent throughout the text is that comprehension can be easily hindered due to the ~~different~~ different systems of communication in use ~~throughout~~ throughout the world. This can refer to languages, forms of measurement, as well as traditional customs of different cultures. Because of these differing systems, people like the boy in the ~~the~~ text can become confused by the meaning of something. This happens when the system, in this case the method of measuring temperature being used is unclear. Unfortunately, this leads to the boy experiencing extreme fear of death.

The author's choice in the point-of-view of the ~~the~~ text is crucial to the events that occur. The first person point-of-view ~~limits~~ limits the reader by only being able to know the inner thoughts and feelings of the ~~the~~ ill boy's father. Because of this, it is unclear to the reader until the end why the boy acts strangely. In line 40, the boy explains to his father: "you don't have to stay if it's going to bother you." While his meaning by this is muddled to both his father and the reader when he first says it, ~~the~~ the purpose of this statement is revealed by the end of the text, as it becomes clear that the boy believed he would surely die,

and he did not want his father to be negatively affected by his death. If the point-of-view had been different, the reader would not have been able to understand as clearly how the meaning of things ~~can~~ can be unclear ~~because~~ because of the different systems in use for communicating ~~various aspects of society~~ ~~to each other~~ with each other.

Anchor Level 3–A

The response introduces a clear central idea (*The central idea apparent through the text is that comprehension can be easily hindered due to the different systems of communication in use throughout the world ... Because of these differing systems, people like the boy in the text can become confused by the meaning of something*) and a writing strategy (*The author's choice in the point-of-view of the text is crucial to the events that occur*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of point-of-view to develop the central idea (*The first person point-of-view limits the reader by only being able to know the inner thoughts and feelings of the ill boy's father. Because of this, it is unclear to the reader until the end why the boy acts strangely*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In line 40, the boy explains to his father: "you don't have to stay if it's going to bother you." ... the purpose of this statement is revealed by the end of the text, as it becomes clear that the boy believed he would surely die*). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing the central idea in the opening paragraph, then presenting the author's use of point-of-view in the second paragraph with a concluding sentence that reiterates how the writing strategy develops the central idea (*If the point-of-view had been different, the reader would not have been able to understand as clearly how the meaning of things can be unclear because of the different systems in use for communicating with each other*). The response establishes and maintains a formal style, using appropriate language and structure (*This can refer to languages, forms of measurement, as well as traditional customs of different cultures*). The response demonstrates control of the conventions with infrequent errors (*father: "you*).

The central idea of this text is the importance of the parent child relationship. Throughout the text a nine-year-old boy suffers from a fever, and his father takes up the responsibility to care for him. The author uses the literary element of characterization to develop the central idea of the text about their relationship.

In the beginning of the text, the young boy, Schatz, is described as "a very sick and miserable boy of nine years." Although he is young and sick he ignores his father's kindly advice to stay upstairs and rest, since his father suspects Schatz has a fever. ~~Instead~~ ^{Instead}, the boy gets dressed and sits with his father, as if he felt perfectly fine. The father, worried about his son's fever, calls the doctor, who diagnoses Schatz with the flu and a fever of "one hundred and two," which Schatz overhears. ~~By his actions~~ By his actions the father shows that he is a good parent who loves his son. This close relationship eventually leads Schatz to ask his father, "about what time do you think I'm going to die?" The father is shocked to learn that for most of the day his son thought he was dying because he thought his temperature was fatal. This misunderstanding resulted from the boy's misinformation about Fahrenheit and Celsius thermometer scales. Because the brave boy trusted his loving father enough to ask his question his father

could correct his misunderstanding, bringing
the boy great relief.

Therefore, through characterization,
a close parent/child relationship is described
that leads to important communication
between father and son.

Anchor Level 3–B

The response introduces a clear central idea (*The central idea of this text is the importance of the parent child relationship*) and a writing strategy (*The author uses the literary element of characterization to develop the central idea of the text about their relationship*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of characterization to develop the central idea (*Although he is young and sick he ignores his father's kindly advice and By his actions the father shows that he is a good parent who loves his son*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The father is shocked to learn that for most of the day his son thought he was dying and Because the brave boy trusted his loving father enough to ask his question, his father could correct his misunderstanding, bringing the boy great relief*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and writing strategy, then presenting evidence and analysis that support the central idea and concluding with a summative statement (*Therefore, through characterization, a close parent/child relationship is described that leads to important communication between father and son*). The response establishes and maintains a formal style, using appropriate language and structure (*Instead, the boy gets dressed and sits with his father as if he felt perfectly fine*). The response demonstrates partial control of conventions with occasional errors (*the text the young boy, Schatz is; sick he; eventually; father, "about; farheinheit; comunication*) that do not hinder comprehension.

In our life, there ~~are~~^{is} always some^{one} ~~body~~ that we care and love a~~lot~~^{lot}. That person can be very special to us. In most cases, ~~those~~ special people can be kids because they receive ~~unconditional~~ unlimited care and support from their parents. From ~~The~~ passage, we ~~understand~~ get a detailed understanding of this idea, because the text ~~has~~^{establishes} a central idea of love and care.

Kids are the most important people in this world for parents. They make parents happy and brighten their life. The passage is a great example, where we can see, how much our parents loves us. The central idea of this passage can be said as love, care and support that parents give to their kids. When the ^{little} boy gets sick, his dad treats him with unconditional love and stayed with him almost all day. In order to emphasize the central idea, the author took advantages of some rhetorical techniques such as pathos. ~~When the~~ "About how long will it be before I die" is a great sentence that indicates the usage of pathos. When the little boy questions his father about the time he dies, it is emotionally appealing to the audience, ~~the~~ along with all the other. "You, don't have to stay with me, papa, if it bothers you" is another example of pathos because they can strike the audience because of the love and care the little boy is receiving. The whole passage talks about

the support his dad is giving the little child.

The love and care the kids receive from their parents is not limited. When they get sick, they worry and care of you and the passage is a great example that supports this central idea.

Anchor Level 3–C

The response introduces a clear central idea (*In our life, there is always someone that we care and love a lot ... From the passage, we get a detailed understanding of this idea, because the text establishes a central idea of love and care*) and a writing strategy (*In order to emphasize the central idea, the author took advantages of some rhetorical techniques such as pathos*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of pathos to develop the central idea (*When the little boy questions his father about the time he dies, it is emotionally appealing to the audience*). The response presents ideas inadequately, supplying only two sentences from the text ("About how long will it be before I die" and "You don't have to stay with me, papa, if it bothers you") in an attempt to support analysis of pathos and making general observations about the text (*The whole passage talks about the support his dad is giving the little child*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph which states a central idea, followed by a body paragraph which addresses the author's use of the writing strategy (*pathos*) and concluding with a summation of the central idea (*The love and care the kids receive from their parents is not limited*). The response lacks a formal style, using language that is basic, inappropriate, or imprecise (*kids, is a great sentence, strike the audience, passage talks*). The response demonstrates partial control of conventions with occasional errors (*brighten their life, parents loves, the author took advantages of, they worry and care of you*) that do not hinder comprehension.

The central idea of "This passage is assumptions. The lesson learned about this topic is don't make assumptions always be sure you understand. An example of this lesson is" but his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally and the next day it was very slack and he cried very easily at little things that were of no importance." This example shows that making assumptions is not good always make sure you understand. Don't make assumptions always be sure you understand.

All authors use many literary devices when writing stories to help teach central ideas. Author of this passage does a fantastic idea of using conflict to convey his message. Conflict is Manus. self-schatz is scared he is dying because he mis understood his temperature. An example of conflict from the passage is "About what time do you think I'm going to die"? This shows that he is scared of facing the fact he's going to die. Another example of conflict is "About how long will it be before I die?" This shows that he is not ready to die. Conflict is when someone in a story is having trouble

with something. Author used conflict
to reinforce his central idea and
teach me.

Anchor Level 2–A

The response introduces a central idea (*The central idea of “This passage is assumptions*) and a writing strategy (*Author of this passage does a fantastic idea of using conflict to convey his message. Conflict is Man vs. self*). The response demonstrates a superficial analysis of the author’s use of the writing strategy to develop the central idea (*An example of conflict from the passage is “About what time do you think I’m going to die”?. This shows that he is scared of facing the fact he’s going to die*). The response presents ideas inadequately in an attempt to support analysis (*An example of this Lesson is “but his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally and the next day it was very slack and he cried very easily at little things that were of no importance.” This example shows that making assumptions is not good*). The response exhibits inconsistent organization of ideas and information, with one paragraph that discusses the central idea through the use of a loosely connected quote from the text and a second paragraph that is devoted to the writing strategy, employing loosely connected quotes, and then redefining conflict, failing to create a coherent response. The response lacks a formal style, using language that is basic (*Author used conflict to reinforce his central idea and teach me*) and repetitive (*always be sure you understand, always make sure you understand, always be sure you understand*). The response demonstrates partial control of conventions with occasional errors (*“This, assumptions always, good always, temperatere*) that do not hinder comprehension.

In the text a boy named Schatz had a fever of one hundred and two. A doctor was called in to check up on the 9 year old boy, the doctor ended up diagnosing him with influenza. The father was given 3 bottles of pills and specific instruction on when to give the child the pills. Later on the father leaves only to come back to his nine year old son in the same position. ~~The~~ ^{The} son asks the father when ~~it~~ it was his time to die the father responded back talking ~~about~~ about where they live is totally different from where the alleged boys lived and the son seem to relax and understand what his father told him.

The author used descriptive language throughout the text; in ~~one~~ the beginning of the text when the son entered the room ~~to~~ the father's room the text shows the reader what the father is seeing. "... I saw he looked ill. He was shivering his face was white, and he walked slowly as though it ached to move."

This text shows that the child isn't acting like himself nor does he look well. The son is clearly in pain and ~~by describing~~ the father can see it from a far distance. By using descriptive language here it shows that the father can see from his bed his kid is not feeling well and it shows that the father cares about his son if he can see a change in his son's attitude.

Anchor Level 2–B

The response introduces a writing strategy (*The author used descriptive language throughout the text*). The response demonstrates a superficial analysis of the writing strategy (*By using descriptive language here it shows that the father can see from his bed his kid is not feeling well and it shows that the father cares about his son if he can see a change in his son's attitude*). There is no central idea. The response presents ideas inconsistently and inadequately in an attempt to support analysis (*the father responded back talking about where they live is totally different from where the alleged boys lived and the son seem to relax and understand what his father told him*). The response exhibits inconsistent organization of ideas and information, providing an opening paragraph with no central idea, only summarizing the text. The response abruptly shifts to a second paragraph that identifies the writing strategy, followed by repetitive statements about *what the father is seeing*, failing to create a coherent response. The response lacks a formal style, using language that is basic (*ended up* and *his kid*), and imprecise (*responded back*, *alleged boys*, *dose* for “does”, *see if from*). The response demonstrates emerging control of conventions with some errors (*boy, the doctor; die the; totally; different; son seem; descriptive; beginning; fathers room; isn't; pain and; son's attitude*) that hinder comprehension.

A literary device that helps the author develop this passage is characterization. In this passage, the author develops the child as sick and young and does not understand. The father is caring and loving, and when the child heard his temperature he thought he was going to die. When he was in France they told him that nobody could live with a temperature of 44, but he has 102. The father then explains to his son the difference between °F and °C. So the child will stop worrying.

Anchor Level 2-C

The response introduces a writing strategy (*A literary device that helps the author develop this passage is characterization*). The response demonstrates a superficial analysis of the author's use of the writing strategy (*The author develops the child as sick and young and does not understand*). The response does not introduce a central idea. The response presents little evidence from the text beyond referencing the child's fear (*he thought he was going to die*) and the father's response (*The father then explains to his son the difference between °F and °C*). The response exhibits inconsistent organization of ideas and information, with only one paragraph consisting of one sentence about the characterization of the boy, one sentence about the father (*The father is caring and loving*), and ending with brief plot references, failing to create a coherent response. The response lacks a formal style, using language that is basic (*nobody could live with a temperature of 44, but he has 102*). The response demonstrates emerging control of conventions with some errors in this brief response (*litterary, young and does, caring, temerature he, france they*) that hinder comprehension.

Sickness can have a huge impact in our daily lives. Sickness affects the way we think and act. When your sick your regular routine is altered. It's hard to think about things when your sick. Everything is a blur and your so focused on trying to get better. Sometimes you lay in bed all day and think about dieing. Also, when your sick you want to be alone. In today's society, people are afraid of getting sick. There are many flu's going around and people don't wanna get sick. If you get sick you can miss a whole week of your classes. Also, you can spread it to other people. This is why people should get flu shots.

Anchor Level 1–A

The response introduces a confused central idea (*Sickness can have a huge impact in our daily lives*), with no analysis of the author's use of a writing strategy to develop the central idea. The response presents little or no evidence from the text. The response exhibits little organization of ideas and information, consisting of one paragraph that describes how sickness affects individuals and their lives, failing to create a coherent response. The response lacks a formal style, using language that is imprecise (*When your sick, many flu's, don't wanna get*). The response demonstrates partial control of conventions with occasional errors (*sick your, focused, you lay in bed, dieing, sick you*) that do not hinder comprehension. The response can be scored no higher than a 1 since it is a personal response.

In this passage I believe the author used literary element as the ~~central~~ central idea. He does so by ~~using~~ using the boy as the element for the story.

Anchor Level 1-B

The response introduces a confused and incomplete central idea and writing strategy (*In this passage I believe the author used literary element as the central idea*). The response demonstrates a minimal analysis of the author's use of the writing strategy to develop the central idea (*He does so by using the boy as the element to the story*). The response presents no evidence from the text. The response exhibits little organization of ideas and information, consisting of two sentences which incorrectly identify the central idea and the literary element. The response is minimal, making assessment of language and conventions unreliable.

In text the author uses irony to identify. An example from Line 44 is it was a bright cold day, the ground covered with steel that had frozen so it seem as if all the bare trees. Another example is from Line 1.

The central idea for the passage is ignorance. The author uses the literary device point of view to portray the central idea of ignorance throughout the ^{Passage} ~~novel~~. The passage is told through the dad's point of view as he is unable to decipher what is bothering his son, Schatz, after he had come down with a fever. Ignorance is portrayed many times by both Schatz and his father.

From the dad's point of view in the novel, the reader stays ignorant to what is going on in Schatz's head. This can be portrayed when the author states "He was evidently holding tight onto himself about something." (lines 70-71) The reader and the dad remain ignorant as to what Schatz is ~~for~~ distraught about, although the dad does try ~~to~~ find out multiple times throughout the passage. Another instance is when Schatz says "No, I mean you don't have to stay if it's going to bother you." (lines 40) insisting that his father leave him, even if the father actively tells him he does not wish to do so. The father ignorant to what his son is truly thinking, does what he is told and leaves to go hunting. It is not ~~until~~ ^{until} the end of the passage that it is revealed that Schatz had believed he was going to die, which lifted away the ignorance from the father and the reader.

In conclusion, the author of the passage uses point-of-view to help ~~enhance~~ ^{enhance} the central idea of ignorance throughout the passage. There are many examples when the author uses point-of-view to keep the reader ignorant throughout the

Part 3 – Practice Paper – B

whole passage. Such as blatantly making Schatz dodge
the dad's questions and not making the dad ^{Probe} ~~pay~~ ~~ask~~ schatz
with multiple questions until the very end.

The central idea that is expressed in the text is that it is unwise to make assumptions. The young boy, Schatz, learns the danger of this when he assumes that he is facing death, when, in fact, he is simply just ill. Through the use of first person point of view, the author leads the reader to wonder just how sick the boy really is because the doctor's opinion and the boy's actions do not align. One does not know the boy's real thoughts until they reach the ~~end~~^{end} of the text. By that point, the boy's growing uneasiness, as seen through the eyes of the father, is an unnecessary burden to an already sick boy.

Throughout the story, Schatz seems "very detached from what was going on" (26-27). However, his fever is not the sole cause of this state of mind. The reader is led to believe that there may be something else going on with Schatz when he answers his father's ~~question~~^{inquiry} with, "Just the same, so far" (31) and "you don't have to stay if it's going to bother you" (40). There is something Schatz is unable or unwilling to express. Through the use of point of view, though, the reader is only offered the father's perspective. He thinks his son is "perhaps... a little lightheaded" (41). Later, after going outside to hunt, the father returns and notices that Schatz "was evidently holding tight onto himself about something" (69-70). At this point in the text, Schatz reveals that he is uneasy because of the fact that he thinks he is going to die. His assumption is based on a misconception from his time ^{at school} in France: "The boys told me you can't live with forty-four degrees. I've got a hundred and two" (82-83). The boy's father explains the error of his thoughts by pointing out the difference in temperature scales in the United States

and France. If Schatz would have revealed his fears sooner, the confusion could have been cleared up by his father and there would have been no problems aside from his fever.

The negative effects of assumptions ^{are made clear} ~~are shown~~ in this text. The author shows the discomfort that is brought on by the son's quickness to assume the worst outcome and his determination to keep it from his father. The first person point of view in the text creates an atmosphere of mystery since the father had no idea of his son's confusion. The tension created by this mystery shows the reader that, although a debacle can usually be worked out, it is still unwise to make assumptions.

In ~~some~~ one point or another in your life time you will get sick but helps you get stronger ^{is family by the support it gives.} ~~the support that your family gives.~~ The author used ~~the father's~~ characterization ~~to~~ to develop the idea of support through out the whole passage, by the father's actions.

From the very beginning of the passage the author characterized the father with concern for his son. He immediately reacts by sending him back to bed after feeling to see if he had a temperature. After ~~a~~ calling the doctor and him leaving the boy with medicine, the father stayed by his sons side and read to him to show him that he has his dad there for him. His father continually asking how he was feeling. ~~the~~

I A conclusion this passage was strongly about the support of family and how it will help you.

It is often said that adolescence is the best stage of life. Young children enjoy an abundance of freedom and happiness as they have little to stress about. However, in this text, the author suggests that children do spend a considerable amount of time thinking about things; things that are of no real importance. The author uses characterization to demonstrate the ~~innocent~~ naiviness of the youth.

The character Schatz is the typical young boy who ponders ~~about~~ about the little things in life. Schatz was, "sitting by the fire looking ~~like~~ a very sick and miserable boy of nine years" and although he is sick, he chooses to, "stay a while," and think about his life. Schatz main focus should be about relaxing and getting better but he'd much rather contemplate what is going to happen to him. The author mentions how Schatz's father goes out to get food for the family. As an adult, his job is to provide for his family. Schatz "had been waiting to die all day, ever since nine o'clock in the morning" all because he believed his friends who told him false information that made him believe he would not suffer his fever. Thinking that he was going to die, Schatz behaved in this very cold and detached manner; so unlike normal happy little boys. Schatz foolishly stressed over nothing and when he found out the truth, he seemed to be relaxed and content with life again.

The text shows a ~~contrast~~ contrast between adult problems and adolescence problems. The author educates

his readers about the perceived issues that children believe that they have when in reality, they face little worries and hardships. The character of Schatz exemplifies how the youth are often naive.

Practice Paper A – Score Level 1

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 4

Holistically, the response best fits the criteria for Level 4.

Practice Paper D – Score Level 2

Holistically, the response best fits the criteria for Level 2.

Practice Paper E – Score Level 3

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

**Map to the Common Core Learning Standards
 Regents Examination in English Language Arts (Common Core)
 January 2017**

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

The *Chart for Determining the Final Examination Score for the January 2017 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts (Common Core) – Jan. 2017

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

(Use for the January 2017 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	55	2
55	99	5	26	52	1
54	99	5	25	48	1
53	98	5	24	45	1
52	97	5	23	42	1
51	96	5	22	38	1
50	95	5	21	35	1
49	95	5	20	31	1
48	94	5	19	27	1
47	92	5	18	24	1
46	91	5	17	20	1
45	90	5	16	17	1
44	89	5	15	14	1
43	88	5	14	11	1
42	87	5	13	9	1
41	86	5	12	8	1
40	85	5	11	7	1
39	83	4	10	6	1
38	81	4	9	5	1
37	80	4	8	4	1
36	79	4	7	4	1
35	76	3	6	3	1
34	74	3	5	2	1
33	71	3	4	2	1
32	69	3	3	1	1
31	66	3	2	1	1
30	65	3	1	1	1
29	61	2	0	0	1
28	58	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/>.