

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Wednesday, June 14, 2017 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

I received one morning a letter, written in pale ink on glassy, blue-lined note-paper, and bearing the postmark of a little Nebraska village. This communication, worn and rubbed, looking as if it had been carried for some days in a coat pocket that was none too clean, was from my uncle Howard, and informed me that his wife had been left a small legacy by a bachelor relative, and that it would be necessary for her to go to Boston to attend to the settling of the estate. He requested me to meet her at the station and render her whatever services might be necessary. On examining the date indicated as that of her arrival, I found it to be no later than tomorrow. He had characteristically delayed writing until, had I been away from home for a day, I must have missed my aunt altogether. . . .

Whatever shock Mrs. Springer [the landlady] experienced at my aunt's appearance, she considerably concealed. As for myself, I saw my aunt's battered figure with that feeling of awe and respect with which we behold explorers who have left their ears and fingers north of Franz-Joseph-Land,¹ or their health somewhere along the Upper Congo. My Aunt Georgiana had been a music teacher at the Boston Conservatory, somewhere back in the latter sixties [1860s]. One summer, while visiting in the little village among the Green Mountains where her ancestors had dwelt for generations, she had kindled the callow² fancy of my uncle, Howard Carpenter, then an idle, shiftless boy of twenty-one. When she returned to her duties in Boston, Howard followed her, and the upshot of this infatuation was that she eloped with him, eluding the reproaches of her family and the criticism of her friends by going with him to the Nebraska frontier. Carpenter, who, of course, had no money, took up a homestead in Red Willow County, fifty miles from the railroad. There they had measured off their land themselves, driving across the prairie in a wagon, to the wheel of which they had tied a red cotton handkerchief, and counting its revolutions. They built a dug-out in the red hillside, one of those cave dwellings whose inmates so often reverted to primitive conditions. Their water they got from the lagoons where the buffalo drank, and their slender stock of provisions was always at the mercy of bands of roving Indians. For thirty years my aunt had not been farther than fifty miles from the homestead.

I owed to this woman most of the good that ever came my way in my boyhood, and had a reverential³ affection for her. During the years when I was riding herd for my uncle, my aunt, after cooking the three meals — the first of which was ready at six o'clock in the morning — and putting the six children to bed, would often stand until midnight at her ironing-board, with me at the kitchen table beside her, hearing me recite Latin declensions and conjugations, gently shaking me when my drowsy head sank down over a page of irregular verbs. It was to her, at her ironing or mending, that I read my first Shakspeare, and her old text-book on mythology was the first that ever came into my empty hands. She taught me my scales and exercises on the little parlour organ which her husband had bought her after fifteen years during which she had not so much as seen a musical

¹Franz-Joseph-Land — Russian archipelago of 191 islands in the Arctic Ocean

²callow — naive

³reverential — with great honor and respect

instrument. She would sit beside me by the hour, darning and counting, while I struggled with the “Joyous Farmer.” She seldom talked to me about music, and I understood why.
40 Once when I had been doggedly beating out some easy passages from an old score of *Euryanthe* I had found among her music books, she came up to me and, putting her hands over my eyes, gently drew my head back upon her shoulder, saying tremulously, “Don’t love it so well, Clark, or it may be taken from you.”...

At two o’clock the Symphony Orchestra was to give a Wagner program, and I intended
45 to take my aunt; though, as I conversed with her, I grew doubtful about her enjoyment of it. I suggested our visiting the Conservatory and the Common before lunch, but she seemed altogether too timid to wish to venture out. She questioned me absently about various changes in the city, but she was chiefly concerned that she had forgotten to leave instructions about feeding half-skimmed milk to a certain weakling calf, “old Maggie’s calf,
50 you know, Clark,” she explained, evidently having forgotten how long I had been away. She was further troubled because she had neglected to tell her daughter about the freshly-opened kit of mackerel⁴ in the cellar, which would spoil if it were not used directly. ...

The first number [of the concert] was the *Tannhauser*⁵ overture. When the horns drew out the first strain of the Pilgrim’s chorus, Aunt Georgiana clutched my coat sleeve. Then it
55 was I first realized that for her this broke a silence of thirty years. With the battle between the two motives,⁶ with the frenzy of the Venusberg theme and its ripping of strings, there came to me an overwhelming sense of the waste and wear we are so powerless to combat; and I saw again the tall, naked house on the prairie, black and grim as a wooden fortress; the black pond where I had learned to swim, its margin pitted with sun-dried cattle tracks;
60 the rain gullied clay banks about the naked house, the four dwarf ash seedlings where the dish-cloths were always hung to dry before the kitchen door. The world there was the flat world of the ancients; to the east, a cornfield that stretched to daybreak; to the west, a corral that reached to sunset; between, the conquests of peace, dearer-bought than those of war. ...

Her lip quivered and she hastily put her handkerchief up to her mouth. From behind it
65 she murmured, “And you have been hearing this ever since you left me, Clark?” Her question was the gentlest and saddest of reproaches. ...

The deluge of sound poured on and on; I never knew what she found in the shining current of it; I never knew how far it bore her, or past what happy islands. From the trembling of her face I could well believe that before the last number she had been carried
70 out where the myriad graves are, into the grey, nameless burying grounds of the sea; or into some world of death vaster yet, where, from the beginning of the world, hope has lain down with hope and dream with dream and, renouncing, slept. ...

I spoke to my aunt. She burst into tears and sobbed pleadingly. “I don’t want to go, Clark, I don’t want to go!”

75 I understood. For her, just outside the concert hall, lay the black pond with the cattle-tracked bluffs; the tall, unpainted house, with weather-curved boards, naked as a tower; the crook-backed ash seedlings where the dish-cloths hung to dry; the gaunt, moulting turkeys picking up refuse about the kitchen door.

—Willa Cather
excerpted and adapted from “A Wagner Matinée”
Youth and the Bright Medusa, April 1920

⁴kit of mackerel — container of fish

⁵*Tannhauser* — an opera by Richard Wagner

⁶motives — recurrent musical phrases

- 1 A primary function of the first paragraph is to
- (1) establish the reason for the meeting
 - (2) create an atmosphere of mystery
 - (3) identify preferences of the narrator's aunt
 - (4) reveal flaws in the narrator's character
- 2 In lines 1 through 9, the commentary about the letter implies that the narrator believes his uncle is
- (1) uncomfortable with changes
 - (2) careless about details
 - (3) angry with his wife
 - (4) disappointed at his decision
- 3 The details in lines 13 through 20 suggest that in her youth Aunt Georgiana was
- (1) courageous yet hesitant
 - (2) compassionate yet critical
 - (3) resourceful yet cautious
 - (4) intelligent yet impulsive
- 4 Line 27, "For thirty years my aunt had not been farther than fifty miles from the homestead" reinforces a sense of
- | | |
|----------------|---------------|
| (1) discomfort | (3) isolation |
| (2) happiness | (4) affection |
- 5 Which statement from the passage best explains the narrator's "reverential affection" (line 29) for his Aunt Georgiana?
- (1) "It was to her, at her ironing or mending, that I read my first Shakspeare" (line 34)
 - (2) "'Don't love it so well, Clark, or it may be taken from you'" (lines 42 and 43)
 - (3) "Her lip quivered and she hastily put her handkerchief up to her mouth" (line 64)
 - (4) "I never knew how far it bore her, or past what happy islands" (line 68)
- 6 Lines 36 through 38 develop a central theme by
- (1) recalling the husband's generosity in supporting the narrator's music lessons
 - (2) suggesting that the narrator resented his music lessons
 - (3) emphasizing the role of discipline in developing Aunt Georgiana's musical talent
 - (4) implying that Aunt Georgiana missed having music in her life
- 7 In line 39, when the narrator states that he "understood why," he is implying that his Aunt Georgiana
- (1) knew little about current musical trends
 - (2) avoided talking about his musical skills
 - (3) realized what she has given up
 - (4) needed some recognition of her ability
- 8 Lines 47 through 52 contribute to a central idea by depicting Aunt Georgiana's
- (1) concern for daily responsibilities
 - (2) desire for cultural experiences
 - (3) fear of future separations
 - (4) fixation on painful memories
- 9 The author's choice of how to end the story (lines 73 through 78) places emphasis on Aunt Georgiana's
- | | |
|-----------------------|----------------------|
| (1) bleak future | (3) domestic skills |
| (2) unusual lifestyle | (4) hostile attitude |
- 10 Which quotation best reflects the narrator's realization resulting from Aunt Georgiana's visit?
- (1) "He requested me to meet her at the station and render her whatever services might be necessary" (lines 6 and 7)
 - (2) "At two o'clock the Symphony Orchestra was to give a Wagner program, and I intended to take my aunt" (lines 44 and 45)
 - (3) "there came to me an overwhelming sense of the waste and wear we are so powerless to combat" (lines 56 and 57)
 - (4) "sound poured on and on; I never knew what she found in the shining current of it" (lines 67 and 68)

Reading Comprehension Passage B

Mi Historia¹

My red pickup choked on burnt oil
as I drove down Highway 99.²
In wind-tattered garbage bags
I had packed my whole life:
5 two pairs of jeans, a few T-shirts,
and a pair of work boots.
My truck needed work, and through
the blue smoke rising from under the hood,
I saw almond orchards, plums,
10 the raisins spread out on paper trays,
and acres of Mendota cotton my mother picked as a child.

My mother crawled through the furrows
and plucked cotton balls that filled
the burlap sack she dragged,
15 shoulder-slung, through dried-up bolls,
husks, weevils, dirt clods,
and dust that filled the air with thirst.
But when she grew tired,
she slept on her mother's burlap,
20 stuffed thick as a mattress,
and Grandma dragged her over the land
where time was told by the setting sun....

History cried out to me from the earth,
in the scream of starling flight,
25 and pounded at the hulls of seeds to be set free.
History licked the asphalt with rubber,
sighed in the windows of abandoned barns,
slumped in the wind-blasted palms,
groaned in the heat, and whispered its soft curses.
30 I wanted my own history—not the earth's,
nor the history of blood, nor of memory,
and not the job found for me at Galdini Sausage.
I sought my own—a new bruise to throb hard
as the asphalt that pounded the chassis of my truck.

—David Dominguez
from *Work Done Right*, 2003
The University of Arizona Press

¹Mi Historia — Spanish for “my history”

²Highway 99 — the highway that runs through California's fertile Central Valley where generations of farmworkers have settled and been employed

- 11 The poet’s purpose in referencing “Highway 99” in line 2 is most likely to establish
- (1) a connection with the narrator’s cultural heritage
 - (2) a criticism of the valley’s agricultural economy
 - (3) an understanding of the narrator’s difficult childhood
 - (4) an emphasis on the region’s diverse landscape
- 12 The second stanza reveals that the narrator’s overall point of view is influenced by
- (1) his experience working on farms
 - (2) his nostalgia for farm life
 - (3) the labor of his relatives
 - (4) the expectations of his family
- 13 The personification in lines 23 through 29 stresses history’s desire to be
- (1) repeated
 - (2) forgotten
 - (3) comforted
 - (4) heard
- 14 The figurative language in lines 33 and 34 implies the narrator
- (1) regrets leaving his past behind
 - (2) understands that his future will have challenges
 - (3) anticipates that his new life will be successful
 - (4) thinks he made a wrong decision
-

Reading Comprehension Passage C

In 1973, a book claiming that plants were sentient¹ beings that feel emotions, prefer classical music to rock and roll, and can respond to the unspoken thoughts of humans hundreds of miles away landed on the New York *Times* best-seller list for nonfiction. “The Secret Life of Plants,” by Peter Tompkins and Christopher Bird, presented a beguiling mashup of legitimate plant science, quack experiments, and mystical nature worship that captured the public imagination at a time when New Age thinking was seeping into the mainstream. The most memorable passages described the experiments of a former C.I.A. polygraph expert named Cleve Backster, who, in 1966, on a whim, hooked up a galvanometer to the leaf of a dracaena, a houseplant that he kept in his office. To his astonishment, Backster found that simply by imagining the dracaena being set on fire he could make it rouse the needle of the polygraph machine, registering a surge of electrical activity suggesting that the plant felt stress. “Could the plant have been reading his mind?” the authors ask. “Backster felt like running into the street and shouting to the world, ‘Plants can think!’ ” ...

In the ensuing years, several legitimate plant scientists tried to reproduce the “Backster effect” without success. Much of the science in “The Secret Life of Plants” has been discredited. But the book had made its mark on the culture. Americans began talking to their plants and playing Mozart for them, and no doubt many still do. This might seem harmless enough; there will probably always be a strain of romanticism running through our thinking about plants. (Luther Burbank and George Washington Carver both reputedly talked to, and listened to, the plants they did such brilliant work with.) But in the view of many plant scientists “The Secret Life of Plants” has done lasting damage to their field. According to Daniel Chamovitz, an Israeli biologist who is the author of the recent book “What a Plant Knows,” Tompkins and Bird “stymied² important research on plant behavior as scientists became wary³ of any studies that hinted at parallels between animal senses and plant senses.” Others contend that “The Secret Life of Plants” led to “self-censorship” among researchers seeking to explore the “possible homologies⁴ between neurobiology⁵ and phytobiology⁶”; that is, the possibility that plants are much more intelligent and much more like us than most people think—capable of cognition,⁷ communication, information processing, computation, learning and memory. ...

Indeed, many of the most impressive capabilities of plants can be traced to their unique existential⁸ predicament as beings rooted to the ground and therefore unable to pick up and move when they need something or when conditions turn unfavorable. The “sessile life style,” as plant biologists term it, calls for an extensive and nuanced understanding of one’s immediate environment, since the plant has to find everything it needs, and has to defend itself, while remaining fixed in place. A highly developed sensory apparatus is required to locate food and identify threats. Plants have evolved between fifteen and twenty distinct senses, including analogues of our five: smell and taste (they sense and respond to chemicals in the air or on their bodies); sight (they react differently to various wavelengths of light as well as to shadow); touch (a vine or a root “knows” when it encounters a solid object); and, it has been discovered, sound. In a recent experiment, Heidi Appel, a chemical ecologist at the University of Missouri, found that, when she played a recording of

¹sentient — conscious

²stymied — prevented

³wary — cautious

⁴homologies — similarities

⁵neurobiology — the study of the nervous system

⁶phytobiology — the study of plants

⁷cognition — understanding

⁸existential — relating to existence

45 a caterpillar chomping a leaf for a plant that hadn't been touched, the sound primed the plant's genetic machinery to produce defense chemicals. Another experiment, done in Mancuso's⁹ lab and not yet published, found that plant roots would seek out a buried pipe through which water was flowing even if the exterior of the pipe was dry, which suggested that plants somehow "hear" the sound of flowing water. ...

50 Scientists have since found that the tips of the plant roots, in addition to sensing gravity, moisture, light, pressure, and hardness, can also sense volume, nitrogen, phosphorus, salt, various toxins, microbes, and chemical signals from neighboring plants. Roots about to encounter an impenetrable obstacle or a toxic substance change course before they make contact with it. Roots can tell whether nearby roots are self or other and, if other, kin or stranger. Normally, plants compete for root space with strangers, but, when researchers put four closely related Great Lakes sea-rocket plants (*Cakile edentula*) in the same pot, 55 the plants restrained their usual competitive behaviors and shared resources.

Somehow, a plant gathers and integrates all this information about its environment, and then "decides"—some scientists deploy the quotation marks, indicating metaphor at work; others drop them—in precisely what direction to deploy its roots or its leaves. Once the definition of "behavior" expands to include such things as a shift in the trajectory¹⁰ of a root, 60 a reallocation of resources, or the emission of a powerful chemical, plants begin to look like much more active agents, responding to environmental cues in ways more subtle or adaptive than the word "instinct" would suggest. "Plants perceive competitors and grow away from them," Rick Karban, a plant ecologist at U.C. Davis, explained, when I asked him for an example of plant decision-making. "They are more leery of actual vegetation than 65 they are of inanimate objects, and they respond to potential competitors before actually being shaded by them." These are sophisticated behaviors, but, like most plant behaviors, to an animal they're either invisible or really, really slow.

The sessile life style also helps account for plants' extraordinary gift for biochemistry, which far exceeds that of animals and, arguably, of human chemists. (Many drugs, from 70 aspirin to opiates, derive from compounds designed by plants.) Unable to run away, plants deploy a complex molecular vocabulary to signal distress, deter or poison enemies, and recruit animals to perform various services for them. A recent study in *Science* found that the caffeine produced by many plants may function not only as a defense chemical, as had previously been thought, but in some cases as a psychoactive drug in their nectar. 75 The caffeine encourages bees to remember a particular plant and return to it, making them more faithful and effective pollinators.

One of the most productive areas of plant research in recent years has been plant signalling. Since the early nineteen-eighties, it has been known that when a plant's leaves 80 are infected or chewed by insects they emit volatile chemicals that signal other leaves to mount a defense. Sometimes this warning signal contains information about the identity of the insect, gleaned from the taste of its saliva. Depending on the plant and the attacker, the defense might involve altering the leaf's flavor or texture, or producing toxins or other compounds that render the plant's flesh less digestible to herbivores. When antelopes browse acacia trees, the leaves produce tannins that make them unappetizing and difficult 85 to digest. When food is scarce and acacias are overbrowsed, it has been reported, the trees produce sufficient amounts of toxin to kill the animals. ...

All species face the same existential challenges—obtaining food, defending themselves, reproducing—but under wildly varying circumstances, and so they have evolved wildly

⁹Mancuso — Stefano Mancuso, Italian plant physiologist

¹⁰trajectory — a path

90 different tools in order to survive. Brains come in handy for creatures that move around a lot; but they're a disadvantage for ones that are rooted in place. Impressive as it is to us, self-consciousness is just another tool for living, good for some jobs, unhelpful for others. That humans would rate this particular adaptation so highly is not surprising, since it has been the shining destination of our long evolutionary journey, along with the epiphenomenon of self-consciousness that we call "free will." ...

—Michael Pollan
excerpted from "The Intelligent Plant"
The New Yorker, December 23 & 30, 2013

- 15 The first paragraph conveys a sense of
- (1) caution
 - (2) accusation
 - (3) excitement
 - (4) relief
- 16 The details in the first paragraph serve mainly to establish the
- (1) relationship between plant science and musical trends
 - (2) difference between houseplants and wild plants
 - (3) importance of forensic science for theories of plant behavior
 - (4) impact of early studies of plant behavior on current research
- 17 The author uses the word "But" in line 17 to
- (1) express the controversial nature of "The Secret Life of Plants"
 - (2) compare "The Secret Life of Plants" with "What a Plant Knows"
 - (3) express the similarities between certain types of plants
 - (4) compare the learning ability of particular types of plants
- 18 A primary purpose of the details in lines 37 through 41 is to indicate a connection
- (1) among diverse plant species
 - (2) among several independent studies
 - (3) between humans and plants
 - (4) between predators and prey
- 19 The use of quotation marks in lines 57 and 59 acknowledges the presence of
- (1) deception
 - (2) debate
 - (3) confusion
 - (4) resentment
- 20 Lines 58 through 62 support a central idea suggesting that plants
- (1) resist cooperation
 - (2) avoid modification
 - (3) produce sound
 - (4) possess intent
- 21 The evidence provided in lines 72 through 76 demonstrates that plants may
- (1) develop symbiotic relationships
 - (2) attack weaker organisms
 - (3) waste essential resources
 - (4) produce genetic mutations
- 22 The term "plant signalling" (lines 77 and 78) refers to the way plants
- (1) reproduce with similar species
 - (2) protect themselves from predators
 - (3) react to human contact
 - (4) adapt themselves to climate
- 23 The final paragraph contributes to a central idea by suggesting that
- (1) humans have acquired superior characteristics
 - (2) species develop according to their own needs
 - (3) plants would benefit from having self-awareness
 - (4) scientists have dismissed important findings
- 24 The text's credibility relies on the author's use of
- (1) order of importance
 - (2) extended comparison
 - (3) observable evidence
 - (4) personal anecdotes

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 school recess be structured play?

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 school recess should be structured play. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not school recess should be structured play
- 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 – The Crucial Role of Recess in School

Text 2 – Why Children Need More Unstructured Play

Text 3 – Study Weighs Benefits of Organizing Recess

Text 4 – Forget Goofing Around: Recess Has a New Boss

Text 1

The Crucial Role of Recess in School

5 ...Structured recess is a recess based on structured play, during which games and physical activities are taught and led by a trained adult (teachers, school staff, or volunteers). Proponents¹ for structured recess note that children often need help in developing games and require suggestions and encouragement to participate in physical activities. Recently, policy makers and funding organizations have called for more opportunities for daily activity as a means to address childhood obesity. These statements have strengthened the argument to maintain or reinstate recess as an integral component of the school day. Although this new dimension to the recess debate has increased attention on its role, it also has created tension. Some have promoted recess time as a solution for increasing children's physical activity and combating obesity. If recess assumes such a role, then, like physical education, it will need to be planned and directed to ensure that all children are participating in moderately vigorous physical activity. Pediatric health care providers, parents, and school officials should be cognizant,² however, that in designing a structured recess, they will sacrifice the notion of recess as an unstructured but supervised break that belongs to the child; that is, a time for the child to make a personal choice between sedentary, physical, creative, or social options. However, there are many cited benefits of structured recess to consider, including:

- Older elementary children may benefit from game instruction and encouragement for total class inclusion.
- Children can be coached to develop interpersonal skills for appropriate conflict resolution.
- More children can actively participate in regular activity, irrespective of skill level.
- Anecdotally,³ teachers have reported improved behavior and attention in the classroom after vigorous structured recess.

25 To be effective, structured recess requires that school personnel (or volunteers) receive adequate training so that they are able to address and encourage the diverse needs of all students. One aspect of supervision should be to facilitate social relationships among children by encouraging inclusiveness in games. A problem arises when the structured activities of recess are promoted as a replacement for the child's physical education requirement. The replacement of physical education by recess threatens students' instruction in and acquisition of new motor skills, exploration of sports and rules, and a concept of lifelong physical fitness.

30 There are ways to encourage a physically active recess without necessarily adding structured, planned, adult-led games, such as offering attractive, safe playground equipment to stimulate free play; establishing games/boundaries painted on the playground; or instructing children in games, such as four square or hop-scotch. These types of activities can range from fully structured (with the adult directing and requiring participation) to partly unstructured (with adults providing supervision and initial instruction) to fully unstructured (supervision and social guidance). In structured, partly structured, or unstructured environments, activity levels vary widely on the basis of school policy, equipment provided, encouragement, age group, gender, and race. Consequently, the potential benefits of

¹proponents — those who support

²cognizant — aware

³anecdotally — based on casual observation

40 mandatory participation of all children in a purely structured recess must be weighed against the potential social and emotional trade-off of limiting acquisition of important developmental skills. Whichever style is chosen, recess should be viewed as a supplement to motor skill acquisition in physical education class. ...

—Council on School Health
excerpted from “The Crucial Role of Recess in School,” December 31, 2012
<http://pediatrics.aapublications.org/>

Text 2

Why Children Need More Unstructured Play

The nature of an average child's free time has changed. For the past 25 years kids have been spending decreasing amounts of time outdoors. The time that our kids do spend outdoors is frequently a part of an organized sports activity. Other activities taking up our children's time include indoor lessons and organized events such as music, art and dance lessons. Another big indoor activity, taking up to 7.5 hours a day of our children's time according to a Kaiser Family Foundation study, is electronic entertainment. Of course some of these activities bring joy and fulfillment to our kids, but, in return, time for unstructured play has decreased.

Unstructured play is that set of activities that children create on their own without adult guidance. Children naturally, when left to their own devices, will take initiative and create activities and stories in the world around them. Sometimes, especially with children past the toddler stage, the most creative play takes place outside of direct adult supervision. Unstructured free play can happen in many different environments, however, the outdoors may provide more opportunities for free play due to the many movable parts, such as sticks, dirt, leaves and rocks which lend themselves to exploration and creation.

Some parents find it challenging to provide unstructured play time for their kids. Letting our kids play without constant supervision, especially outside, can be even more difficult. It feels hard to balance reasonable concern, over-vigilance, and the desire to let our kids experience freedom and learn from their own mistakes and experiences. ...

Why might we need to loosen up and get over some of our fears in order to get our kids outdoor unstructured play time? In the January 2005 *Archives of Pediatric and Adolescent Medicine*, Burdette and Whitaker wrote on the importance of free play. They argue that free play promotes intellectual and cognitive growth, emotional intelligence, and benefits social interactions. They describe how play involves problem solving which is one of the highest executive functions. ["Children plan, organize, sequence, and make decisions,"] they explain. In addition, play requires attention to the game and, especially in the case of very young children, frequent physical activity. Unstructured play frequently comes from or results in exposure to the outdoors. Surveys of parents and teachers report that children's focus and attention are improved after outdoor physical activity and free play and some small studies suggest that time spent outdoors improves focus in children with ADHD [Attention Deficit Hyperactivity Disorder].

Socialization and emotional intelligence benefit through shared interactions and physical movement that take place during play. Children must work together to decide which game to play, what agreeable rules are, and how to manage scenarios that invariably involve their differing perspectives. This "work" builds the social qualities that we all wish for our children: empathy, self-awareness, self-regulation, and flexibility. Emotional development is promoted along with physical health when people spend time moving. In adults and older children physical activity has been well documented to decrease stress, anxiety, and depression, and to improve overall mood. Though the research is sparse in younger children, it seems likely that our youngest children benefit as well. Free play in toddlers and young children most frequently involves spurts of gross motor activity over a period of time with multiple episodes of rest in between. Most children are smiling and laughing when they engage in play, and it is reasonable to assume that their mood is improved during and after play. ...

—Avril Swan, MD

excerpted and adapted from "Why Children Need More Unstructured Play"

www.kevinmd.com, July 21, 2011

Text 3

Study Weighs Benefits of Organizing Recess

While an overwhelming number of elementary school principals believe in the power of recess to improve academic achievement and make students more focused in class, most discipline-related problems happen at school when kids cut loose at recess and lunch, according to surveys.

5 One of the solutions, according to a study released this week [2012] by the Robert Wood Johnson Foundation: more, and well-trained, staff on the playground.

10 The study examines an approach to creating more-structured recess time that is provided by Playworks, based in Oakland, Calif. It finds that the nonprofit organization’s program can smooth the transition between recess and class time—giving teachers more time to spend on instruction—and can cut back on bullying in the schoolyard. Teachers in participating schools also reported that their students felt safer and more included at recess, compared with those at schools without the program. . . .

15 The most significant finding shows students who participate in a Playworks-structured recess transition from that to schoolwork more quickly than students in traditional recess, said Susanne James-Burdumy, an associate director of research at Mathematica Policy Research.

“I think it is an exciting set of findings,” Ms. James-Burdumy said. “This is one area where Playworks is aiming to have an impact: specifically trying to improve students’ ability to focus on class activities.”

20 The study found that, on average, teachers at participating schools needed about 2.5 fewer minutes of transition time between recess and learning time—a difference that researchers termed statistically significant. Over the course of a school year, that can add up to about a day of class time.

Scaling Up

25 The Robert Wood Johnson Foundation, also based in Princeton, has been funding Playworks since 2005. It helped the program expand from a few schools in Oakland to more than 300 schools in 23 cities, said Nancy Barrand, the foundation’s senior adviser for program development. The goal is to expand into 27 cities and 750 schools.

30 “We’re using a process of scaling where we’ve identified a successful, evidence-based model,” Ms. Barrand said. Playworks “is a pretty common-sense approach. It’s really about the school environment and how you create a healthy school environment for the children,” she continued. “If children are healthy and happy, they learn better.”

Playworks founder and chief executive officer, Jill Vialet, said the idea came from a frustrated principal 15 years ago. The principal had been dealing with the same three students daily because of scuffles and mischief at recess that spilled over into their classes.

35 Ms. Vialet wondered whether creating a little structure at recess could quell some of those ongoing woes. She recalled her own days as a child when a municipal parks and recreation worker named Clarence made sure she—one of the few girls there—was included in the games at a District of Columbia park.

“I wanted to make sure every kid had a Clarence,” she said. . . .

40 The coaches map the area where students spend recess, setting boundaries for different activities, such as kickball. They help children pick teams using random measures, such as students’ birth months, to circumvent emotionally scarring episodes of being chosen based on skill or popularity. If conflicts arise, coaches teach simple ways to settle disputes and preempt some quibbles by teaching games including rock-paper-scissors.

45 Forty percent of the surveyed teachers said students used the rock-paper-scissors game to resolve conflicts or make decisions when they were back in class.

Coaches get involved in the activities, which “makes it possible for kids who don’t see themselves as super-sporty to get into the games themselves,” Ms. Vialet said. “There’s just enough structure for the kids to be successful.”

Solving Own Problems

50 While adults need to be present and ready to intervene at recess if necessary, said Edward Miller, one of the founding partners of the New York City-based Alliance for Childhood, and Playworks provides that service, children should also have the opportunity for individual and small-group play. ...

55 The Mathematica study found Playworks has a mixed effect on behaviors related to bullying: Teachers at schools with the program found that there was significantly less bullying and exclusionary behavior during recess than teachers at schools without it, but not a reduction in more general aggressive behavior. Playworks has no formal curriculum that addresses the problem, Ms. Vialet noted.

60 “Our coaches are functioning like the older kids in the play yard used to: teaching kids rules to games, intervening if there is conflict, norming¹ behaviors around inclusion,” she said.

However, researchers also found that teachers’ and students’ perception of aggression and bullying on the playground differed. While teachers observed that there was less name-calling, shoving of classmates, and excluding of some students from games because of Playworks, students didn’t, Mathematica’s Ms. James-Burdumy said. ...

—Nirvi Shah
excerpted and adapted from “Study Weighs Benefits of Organizing Recess”
www.edweek.org, April 17, 2012

¹norming — setting a standard

Text 4

Forget Goofing Around: Recess Has a New Boss

Newark — At Broadway Elementary School here, there is no more sitting around after lunch. No more goofing off with friends. No more doing nothing.

Instead there is Brandi Parker, a \$14-an-hour recess coach with a whistle around her neck, corralling children behind bright orange cones to play organized games. There she was
5 the other day, breaking up a renegade game of hopscotch and overruling stragglers' lame excuses.

They were bored. They had tired feet. They were no good at running.

"I don't like to play," protested Esmeilyn Almendarez, 11.

10 "Why do I have to go through this every day with you?" replied Ms. Parker, waving her back in line. "There's no choice."

Broadway Elementary brought in Ms. Parker in January out of exasperation with students who, left to their own devices, used to run into one another, squabble over balls and jump-ropes or monopolize the blacktop while exiling their classmates to the sidelines. Since she started, disciplinary referrals at recess have dropped by three-quarters, to an
15 average of three a week. And injuries are no longer a daily occurrence.

"Before, I was seeing nosebleeds, busted lips, and students being a danger to themselves and others," said Alejandro Echevarria, the principal. "Now, Coach Brandi does miracles with 20 cones and three handballs."

20 The school is one of a growing number across the country that are reining in recess to curb bullying and behavior problems, foster social skills and address concerns over obesity. They also hope to show children that there is good old-fashioned fun to be had without iPods and video games. ...

Although many school officials and parents like the organized activity, its critics say it takes away the only time that children have to unwind. ...

25 Dr. Romina M. Barros, an assistant clinical professor at Albert Einstein College of Medicine in the Bronx who was an author of a widely cited study on the benefits of recess, published last year [2009] in the journal *Pediatrics*, says that children still benefit most from recess when they are let alone to daydream, solve problems, use their imagination to invent their own games and "be free to do what they choose to do."

30 Structured recess, Dr. Barros said, simply transplants the rules of the classroom to the playground.

"You still have to pay attention," she said. "You still have to follow rules. You don't have that time for your brain to relax." ...

35 Ms. Parker, 28, the coach at Broadway Elementary, had worked as a counselor for troubled teenagers in a group home in Burlington, N.C. Besides her work at recess, she visits each class once a week to play games that teach lessons about cooperation, sportsmanship and respect.

"These are the things that matter in life: who you are as a human being at the core," she said. ...

40 There are three 15-minute recesses, with more than 100 children at a time packed into a fenced-in basketball court equipped with nothing more than a pair of netless hoops.

On a chilly morning, Ms. Parker shoveled snow off the blacktop so that the students could go outside after being cooped up in the cafeteria during recess in the previous week.

45 She drew squares in blue and green chalk for a game called switch, a fast-paced version of musical chairs — without the chairs. (She goes through a box of chalk a week.)

Ms. Parker, who greets students with hugs and a cheerful “hello-hello,” keeps the rules simple so that they can focus on playing rather than on following directions. “We’re trying to get them to exert energy, to get it all out,” she said. “They can be as loud as they want. I never tell them to be quiet unless I’m telling them something.” ...

—Winnie Hu
excerpted and adapted from “Forget Goofing Around: Recess Has a New Boss”
www.nytimes.com, March 14, 2010

Part 3

Text-Analysis Response

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

Guidelines:

Be sure to:

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

Text

The following excerpt from the memoir of a South Pole explorer includes quotations from his diary.

...Then came a fateful day — Wednesday, October 27. The position was lat. [latitude] 69° 5' S., long. [longitude] 51° 30' W. The temperature was –8.5° Fahr. [Fahrenheit], a gentle southerly breeze was blowing and the sun shone in a clear sky. “After long months of ceaseless anxiety and strain, after times when hope beat high and times when the outlook was black indeed, the end of the *Endurance* has come. But though we have been compelled to abandon the ship, which is crushed beyond all hope of ever being righted, we are alive and well, and we have stores and equipment for the task that lies before us. The task is to reach land with all the members of the Expedition. It is hard to write what I feel. To a sailor his ship is more than a floating home, and in the *Endurance* I had centred ambitions, hopes, and desires. Now, straining and groaning, her timbers cracking and her wounds gaping, she is slowly giving up her sentient¹ life at the very outset of her career. She is crushed and abandoned after drifting more than 570 miles in a north-westerly direction during the 281 days since she became locked in the ice. The distance from the point where she became beset² to the place where she now rests mortally hurt in the grip of the floes³ is 573 miles, but the total drift through all observed positions has been 1186 miles, and probably we actually covered more than 1500 miles. We are now 346 miles from Paulet Island, the nearest point where there is any possibility of finding food and shelter. A small hut built there by the Swedish expedition in 1902 is filled with stores left by the Argentine relief ship. I know all about those stores, for I purchased them in London on behalf of the Argentine Government when they asked me to equip the relief expedition. The distance to the nearest barrier west of us is about 180 miles, but a party going there would still be about 360 miles from Paulet Island and there would be no means of sustaining life on the barrier. We could not take from here food enough for the whole journey; the weight would be too great.

“This morning, our last on the ship, the weather was clear, with a gentle south-southeasterly to south-south-westerly breeze. From the crow’s-nest there was no sign of land of any sort. The pressure was increasing steadily, and the passing hours brought no relief or respite⁴ for the ship. The attack of the ice reached its climax at 4 p.m. The ship was hove⁵ stern up by the pressure, and the driving floe, moving laterally across the stern, split the rudder and tore out the rudder-post and stern-post. Then, while we watched, the ice loosened and the *Endurance* sank a little. The decks were breaking upwards and the water was pouring in below. Again the pressure began, and at 5 p.m. I ordered all hands on to the ice. The twisting, grinding floes were working their will at last on the ship. It was a sickening sensation to feel the decks breaking up under one’s feet, the great beams bending and then snapping with a noise like heavy gunfire. The water was overmastering the pumps, and so to avoid an explosion when it reached the boilers I had to give orders for the fires to be drawn⁶ and the steam let down. The plans for abandoning the ship in case of emergency had been made well in advance, and men and dogs descended to the floe and made their way to the comparative safety of an unbroken portion of the floe without a hitch. Just before leaving, I looked down the engine-room skylight as I stood on the quivering deck, and saw the engines dropping sideways as the stays and bed-plates gave way. I cannot

¹sentient — conscious

²beset — hemmed in

³floes — ice sheets

⁴respite — rest

⁵hove — heaved

⁶drawn — closed

describe the impression of relentless destruction that was forced upon me as I looked down and around. The floes, with the force of millions of tons of moving ice behind them, were simply annihilating the ship.” ...

45 “To-night the temperature has dropped to -16° Fahr., and most of the men are cold and uncomfortable. After the tents had been pitched I mustered all hands and explained the position to them briefly and, I hope, clearly. I have told them the distance to the barrier and the distance to Paulet Island, and have stated that I propose to try to march with equipment across the ice in the direction of Paulet Island. I thanked the men for the steadiness and good *morale* they have shown in these trying circumstances, and told
50 them I had no doubt that, provided they continued to work their utmost and to trust me, we will all reach safety in the end. Then we had supper, which the cook had prepared at the big blubber stove, and after a watch⁷ had been set all hands except the watch turned in.” For myself, I could not sleep. The destruction and abandonment of the ship was no sudden shock. The disaster had been looming ahead for many months, and I had studied my plans
55 for all contingencies⁸ a hundred times. But the thoughts that came to me as I walked up and down in the darkness were not particularly cheerful. The task now was to secure the safety of the party, and to that I must bend my energies and mental power and apply every bit of knowledge that experience of the Antarctic had given me. The task was likely to be long and strenuous, and an ordered mind and a clear programme were essential if we were to come
60 through without loss of life. A man must shape himself to a new mark directly the old one goes to ground. ...

—Sir Ernest Shackleton
excepted and adapted from *South*, 1920
The MacMillan Company

⁷watch — crewman who stays awake on guard all night

⁸contingencies — possibilities

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SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

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

Scoring the Multiple-Choice Questions

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

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

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

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.

In a world of increasing technology, ~~school~~ recess remains a traditional outlet for activity ~~and~~ in schools. In recent years, however, the idea of unstructured play has come under scrutiny. Teachers, parents, and professionals have promoted organized games ~~and~~ controlled by trained supervisors. While there are undeniable benefits to organized recess, the positives are overruled by the negatives, structuring students' free time removes ~~from~~ creativity from their ~~school~~ school day. It also makes it difficult for children to formulate solutions to their own problems. In school, concentration is a necessity. Forcing the same level of focus during recess only frustrates students! Although ~~benefits~~ structured recess can lead to a more organized classroom, it cannot compare to the freedom and creativity children gain from unplanned free time.

The concept of ~~unstructured~~ unstructured free time is ~~important~~ viewed in that it ^{remains} ~~clearly~~ an essential part of growing up. "Children naturally, when left to their own devices, will... create activities and stories in the world around them... outside of ^{direct} adult supervision" (text 2, lines 10-12). In a school setting, time for students to unwind becomes essential. After hours of focus, structured play time is a frustrating idea. It stifles children's natural inclinations to develop games

for themselves. "structured recess ~~is~~ simply transplants the rules of the classroom to the playground" (Text 4, lines 30-31). Critics of unstructured recess claim that it promotes social issues and poor behavior. However, there is no conclusive evidence that organized playtime can solve those issues.

A study from 2005 centered on the benefits of outdoor activities. The research proved that, during unstructured time, "intellectual and cognitive growth, emotional interaction, intelligence, ... and social interactions" (Text 7, lines 23-24) were positively affected. Scientists Burclette and Whitaker who headed the study, provided a plethora of reasoning for these benefits. They noted that "play requires attention to the game... children must work together... physical activity has been well documented to decrease stress, anxiety, and depression, and ^{to} improve overall mood" (Text 2). It is clear that the physical exertion of recess can ~~improve~~ be fun for students, if not therapeutic!

Structured recess is presented as the most effective way to combat social exclusion and childhood obesity, among other issues. Trained professionals are assigned with "facilitat[ing] social relationships among

children by encouraging inclusiveness in games" (Text 1, lines 26²⁷). While ~~a~~ recess is a "supplement" to... physical education class" (Text 1, lines 42-43) and not a replacement, it does encourage participation from students of all skill levels. Finally, proponents claim that structured recess leads to "improved behavior and attention in the classroom" (Text 1, line 22). These arguments for structured recess have merit. However, the same positives can come from unstructured play! ~~Contrary~~ In a group, children have been shown to "work together... build[ing] empathy, self-awareness, self-regulation, and flexibility" (Text 2, lines 32-35). ~~Encouraging~~ Solving issues without the assistance of adults ~~provides~~ provides children with lifelong skills. When an instructor swoops in to solve every disagreement, this step in social development is lost. While structured activity may help to cut down on childhood obesity, children are just as likely to engage in "frequent physical activity" (Text 2, line 27) without prompting. Finally, contrary to creating disruptive behavior, free time allows students to decompress. "Surveys... report... that focus and attention are improved after outdoor physical activity" (Text 2, lines 28-29).

It is clear that unstructured free time provides the same social and ~~exercise~~ physical

Anchor Paper – Part 2 – Level 6 – A

benefits as structured does. Students learn on their own to entertain themselves, settle arguments, and work toward common goals. Unlike in a supervised setting, these developments happen naturally. Students who do not feel pushed into unwanted situations are more willing to try new experiences. Not only is unstructured playtime equal to structured, it is in many ways superior. Structured recess allows teachers and parents to play a constant role in children's lives. But taking away students' freedom to choose their own activities is detrimental. Only by allowing unstructured free time can teachers truly impart ideas of creativity, participation, and cooperation to their students.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*In a world of increasing technology, recess remains a traditional outlet for activity in schools. In recent years, however, the idea of unstructured play has come under scrutiny and Although structured recess can lead to a more organized classroom, it cannot compare to the freedom and creativity children gain from unplanned free time*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*In a school setting, time for students to unwind becomes essential. After hours of focus, structured play time is a frustrating idea. It stifles children's natural inclinations to develop games for themselves and Solving issues without the assistance of adults provides children with lifelong skills. When an instructor swoops in to solve every disagreement, this step in social development is lost*) and to distinguish the claim from alternate or opposing claims (*Critics of unstructured recess claim that it promotes social issues and poor behavior. However, there is no conclusive evidence that organized playtime can solve those issues*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Structured recess is presented as the most effective way to combat social exclusion and childhood obesity, among other issues. Trained professionals are assigned with "facilitat[ing] social relationships among children by encouraging inclusiveness in games" and contrary to creating disruptive behavior, free time allows students to decompress. "Surveys ... report ... focus and attention are improved after outdoor physical activity"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 10–12) and (Text 1, line 22)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay with an opening paragraph that clearly states the claim against structured recess and references the counterclaim, three body paragraphs that point to structured recess being a flawed concept, while strongly supporting the claim through analysis and evidence, and a summative conclusion (*It is clear that unstructured free time provides the same social and physical benefits as structured does and Only by allowing unstructured free time can teachers truly impart ideas of creativity, participation, and cooperation to their students*). The essay establishes and maintains a formal style, using sophisticated language (*It also makes it difficult for children to formulate solutions to their own problems*) and structure [*While structured activity may help to cut down on childhood obesity, children are just as likely to engage in "frequent physical activity" (Text 2, line 27) without prompting*]. The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Recess plays a vital role in the lives of young students across the nation. In order to make recess as beneficial as possible, schools should establish structured play programs. These programs provide additional access to physical activity, increased participation of students, potential to improve behavior, and reinforcement of skills and values. While some may argue that a decrease in unstructured play time takes away from students' abilities to learn to solve problems amongst themselves, structured recess promotes inclusiveness and teamwork, teaching students ways to stay healthy and have fun together.

Structured play should be set up in more schools because it helps foster the development of students' motor skills and fitness by providing "more opportunities for daily activity as a means to address childhood obesity" (Text 1, lines 5-6). Although people may argue that any type of recess can offer that mandatory participation in structured play ensures that all students have the exercise and an outlet for their energy. Even though some students may not view themselves as athletic, "total class inclusion" (Text 1, line 18) has the additional benefit of preventing potential isolation of some students on the playground. Since recess coaches teach children random ways to pick teams they "circumvent emotionally scarring episodes of being chosen based on skill or popularity" (Text 3, lines 41-43). Therefore, a self-conscious student may be less reluctant to take part in a structured recess activity.

Proponents of unstructured recess contend that "children still benefit most from recess when they are let alone to... solve problems" (Text 4, lines ~~28~~ 27-29). Conflict resolution is an important skill ~~to gain experience in~~ that should be addressed in the formative years of childhood, but it can be most effectively

taught and practiced ^{within} the context of a structured recess program. Many students will need suggestions about how to solve the conflicts that arise. Fortunately, "coaches teach simple ways to settle disputes and preempt some quibbles by teaching games including rock-paper-scissors (Text 3, lines 43-44). These skills help make structured recess beneficial not just physically and emotionally, but also behaviorally. At one school with a recess coach, "disciplinary referrals at recess have dropped by three-quarters ... And injuries are no longer a daily occurrence" (Text 4, lines 14-15). The positive changes in behavior can carry over to the classroom as well. This is demonstrated on how "teachers have reported improved behavior and attention in the classroom after vigorous structured recess" (Text 1, lines 22-23).

People recognize that recess is a significant part of a child's school day. That is why structured play programs try to make the most of that time each day. While some argue that the implementation of these programs hinders the development of conflict resolution and stunts social development, it actually promotes these skills. Students are given the tools they need to ^{not only} improve their physical and emotional well-being, ^{but} also create a more harmonious school culture. To reap these benefits and encourage the overall wellness of their students, more schools should establish structured play programs for recess.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*In order to make recess as beneficial as possible, schools should establish structured play programs. These programs provide additional access to physical activity, increased participation of students, potential to improve behavior, and reinforcement of skills and values*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Although people may argue that any type of recess can offer that mandatory participation in structured play ensures that all students have the exercise and an outlet for their energy and Conflict resolution is an important skill that should be addressed in the formative years of childhood, but it can be most effectively taught and practiced within the context of a structured recess program*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Structured play ... helps foster the development of students' motor skills and fitness by providing "more opportunities for daily activity as a means to address childhood obesity" and The positive changes in behavior can carry over to the classroom as well. This is demonstrated on how "teachers have reported improved behavior and attention in the classroom after vigorous structured recess"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 18*) and (*Text 4, lines 14–15*)]. 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 provides reference to the counterclaim while establishing a focus on the various benefits of structured recess, then follows with two body paragraphs supporting the claim by explaining the benefits of *inclusiveness and team work* and refuting possible counterclaims, ending with a summative conclusion (*To reap these benefits and encourage the overall wellness of their students, more schools should establish structured play programs for recess*). The essay establishes and maintains a formal style, using sophisticated language (*Proponents of unstructured recess contend*) and structure (*These skills help make structured recess beneficial not just physically and emotionally, but also behaviorally*). The essay demonstrates control of conventions, exhibiting occasional errors (*can offer that mandatory participation, pick teams they, demonstrated on how, implimentation*) only when using sophisticated language.

Elementary school is a pivotal time for the development of today's youth. A child's brain, emotions, and skills are very rapidly developing and evolving. With all of the structure and classroom education forced into children at that age, a time to unwind and grow interpersonally is crucial. Recess is a very important part of child development, and should be a time for free, unlimited ~~expression~~ expression - not structured play.

Anyone who watches children play freely ~~can~~ can see that they are completely capable of creating games and physical activities on their own. Studies have shown that during this free playing time, "intellectual and cognitive growth, emotional intelligence, and social interactions" are all benefited and promoted (Text 2, Lines 21-24). At ~~the~~^a time when the brain is most delicate and moldable, the implementation of these factors is crucial. ^{In the other hand} Structured play ~~also~~ forces a burden onto children who may just not enjoy or feel comfortable in group sports. At a school practicing structured recess, the children "were bored... had tired but... were not good at running" (Text 4, Line 7). Children are told they have "no choice", and are thus apt to develop negative emotions and connections towards physical activity and group play if they are forced into it as children. Unstructured recess allows for children ~~to~~ a period of time to make their own choices and freely express themselves in a safe environment, while structured play takes away from this freedom and restricts the developing minds of young children.

Although structured recess shows potential benefits, ~~the~~ the existing negative implications are too contradictory. Supporters of structured recess claim that "significantly less bullying and exclusionary behavior during recess" occurs with

structured play programs. However, there is no shown reduction in more general aggressive behaviors (Text 3, lines 55-57). The lower aggression levels solely during recess will remain only during that period of time. Children will still find a way around to bully and hurt others. Therefore a simple reduction in immediate bullying is not worth ~~even~~ further taking away from the freedom and expression of children. Child obesity is another objective on supporters' minds. However, ~~if children~~ children in elementary school are already offered a physical education class, which they regularly fulfill. The option to pursue more physical opportunities should then be left up to the students, and not miserably forced upon them.

Structured recess is an unnecessary stressor on young children. This form of play takes away children's expression and initial exposure to freedom. Children should be allowed freedom, and ~~the~~ structured play should not be implemented.

Anchor Level 5-A

The essay introduces a precise and thoughtful claim, as directed by the task (*Recess is a very important part of child development, and should be a time for free, unlimited expression – not structured play*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Anyone who watches children play freely can see that they are completely capable of creating games and physical activities on their own and Unstructured recess allows for children a period of time to make their own choices and freely express themselves in a safe environment*) and to distinguish the claim from alternate or opposing claims (*Supporters of structured recess claim that “significantly less bullying and exclusionary behavior during recess” occurs with structured play programs and a simple reduction in immediate bullying is not worth further taking away from the freedom and expression of children*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*At a school practicing structured recess, the children “were bored ... had tired feet ... were no good at running” ... Children are told they have “no choice”, and are thus apt to develop negative emotions and connections towards physical activity and Limiting child obesity is another objective on supporters' minds*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, Lines 21-24) and (Text 3, Lines 55-57)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening that introduces the topic and the claim, two body paragraphs that present support for the claim and address the counterclaims, and a summative paragraph that reaffirms the claim (*Children should be allowed freedom, and structured play should not be implemented*). The essay establishes and maintains a formal style, using fluent and precise language (*Elementary school is a pivotal time for the development of today's youth*) and sound structure (*Although structured recess shows potential benefits, the existing negative implications are too contradictory*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Recess in school is starting to change from free time for the students to structured physical activity. Some parents are alarmed that their children might not have time to unwind from the structure of class time to simply daydream or listen to music or talk with a few friends. However, structured recess promotes physical play and social skills, fights obesity, defuses aggression, ~~and~~ stops bullying, and increases time away from electronics.

A structured recess provides students the opportunity to relieve stress and unwind while learning new and exciting games. Text 4, line 48 says that children "can be as loud as they want" during structured play so children are still able to release the energy they have after being in the classroom for hours. Some argue that "free play promotes intellectual and cognitive growth, emotional intelligence, and benefits social interactions" (Text 2, lines 22-24). The same benefits occur in structured play, as children still interact with one another ^{while} ~~and~~ they play games and solve conflicts. ^{In addition, structured} ~~structured~~ play avoids exclusion and allows everyone to participate. ~~By discouraging exclusion in games~~ ~~(Text 1, line 10)~~. Choosing teams is no longer based on "skill or popularity" (Text 3, line 43), saving some children from the embarrassment of always being chosen last.

A study shows that the average child spends 7.5 hours a day on electronic activities: "Of course some of these activities bring joy and fulfillment to our kids, but,

in return, time for unstructured play has decreased" (Text 2, lines 5-8). Structured play at recess completely eliminates the temptation to plug in and tune out. Structured play will teach children new games that they might play at home giving themselves a reason to go outside to play. So, not only is a child more active at school, but perhaps more active after school. This physical activity will help if obesity is a problem.

Structured ~~recess~~ recess eliminates several more issues that are problems on the playground. Text 4 line 14 states that "disciplinary referrals at recess have dropped by three-quarters" after switching to structured recess. Even injuries on the playground have decreased and teachers felt that there was less bullying.

It is important that children be ^{physically} ~~physically~~ active, and structured recess helps less motivated children stay involved. Even though some parents worry that their child might not have enough quiet time at recess, studies find the benefits of structured recess far outweigh those concerns. ~~Recess~~ ^{But} promoting healthy physical activity, ~~and~~ increasing social skills, decreasing bullying and injuries on the playground, and eliminating use of electronics during recess, structured recess is a positive use of time in ^{elementary} ~~all~~ schools.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*structured recess promotes physical play and social skills, fights obesity, defuses aggression, stops bullying and increases time away from electronics*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*A structured recess provides students the opportunity to relieve stress and unwind while learning new and exciting games* and *Structured play at recess completely eliminates the temptation to plug in and tune out*) and to distinguish the claim from alternate or opposing claims (*Some argue that “free play promotes intellectual and cognitive growth, emotional intelligence, and benefits social interactions” ... The same benefits occurs in structured play, as children still interact with one another while they play games and solve conflicts*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [*Choosing teams is no longer based on “skill or popularity” (Text 3, line 43), saving some children from the embarrassment of always being chosen last* and *Even injuries on the playground have decreased and teachers felt that there was less bullying*]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 4, line 48 says* and (*Text 2, lines 5–8*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an introductory paragraph that clearly states the claim, followed by three body paragraphs which address both the claim and counterclaim, and concluding with a paragraph that reiterates the claim (*By promoting healthy physical activity, increasing social skills, decreasing bullying and injuries on the playground, and eliminating use of electronics during recess, structured recess is a positive use of time in elementary schools*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*It is important that children be physically active, and structured recess helps less motivated children stay involved*). The essay demonstrates control of conventions, exhibiting occasional errors (*oppurtunity, benefits occurs, outwiegh*) only when using sophisticated language.

Children are in a classroom for hours at a time and will eventually need a time to unwind. Recess is a time for the students to take a break and do what they like with their time. To enact structured play at recess, in addition to participating in physical education, is excessive. Children must be given ^{unstructured} a recess time to do what they want in order to unwind from the previous work done in the classroom.

Recess belongs to the children to decide what they want to do with their free time, after spending multiple hours inside of a classroom.

However, "In designing structured recess, they will sacrifice the notion of recess as an unstructured but supervised break that belongs to the child." (Text 1, lines 13-14)

By forcing a child to participate in activities during recess, their time to do what they like after instruction for hours previously, you take away that child's personal decision making and possibly prevent that child from losing the rambunctiousness they have to keep down in the classroom. "Free play promotes intellectual

and cognitive growth, emotional intelligence, and benefits social interactions."

(Text 2, lines 22-24) Limiting a child's independence during recess is not only unfair to that child, but harmful also. Let the child decide what to do with freetime in order to prevent further problems in the classroom.

Recess is most beneficial to children because whether that child is sporty and athletic or shy and reserved, that child will still prosper from time outdoors. Some children don't want to engage in physical activity and would rather sit outside for the change in atmosphere. ^{Unstructured}

recess is

"... a time for the child to make ^{a personal choice between} sedentary, physical, creative, or social options." (Text 1, lines 14-15) Therefore, forcibly having a child engage in structured recess isn't the most effective use of recess for every child.

Children must be given the choice to do as they like with their time out of the classroom whether it is physical activity or simply drawing.

Supporters of structured recess led instructors and parents to believe that it is the more convenient idea for children because it will reduce the amount of bullying and exclusion that happens during recess. They ^{claim that by} enacting structured recess, all children are included in an activity where instructors are supposedly aware of everything that is happening around them. "While teachers observed that there was less name-calling, shoving of classmates, and excluding of some students from games because of playworks, students didn't." (Text 3, Lines 62-64) Instructors will not be aware of all the problems with students because there are just too many to instruct all at once. Structured recess will not solve social conflicts between students because some students just will not agree or get along with others.

In conclusion, recess is a time for the student, after long hours spent in the classroom the children should be allowed the time to do ^{what they want} with their recess time. Structured recess will undoubtedly make the child feel oppressed with authority again, and will not begin to unwind like the child wants in order to be more focused in the classroom later on. Though some advantages may seem obtainable through structured recess, it will only hinder the child's ability to enjoy themselves out of the classroom at recess.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*To enact structured play at recess, in addition to participating in physical education, is excessive. Children must be given unstructured recess time to do what they want in order to unwind from the previous work done in the classroom*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*By forcing a child to participate in activities during recess ... you take away that child's personal decision making and possibly prevent that child from losing the rambunctiousness they have to keep down in the classroom* and *Limiting a child's independence during recess is not only unfair to that child, but harmful also*) and to distinguish the claim from alternate or opposing claims (*Supporters of structured recess led instructors and parents to believe that ... it will reduce the amount of bullying and exclusion that happens during recess*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Some children don't want to engage in physical activity and would rather sit outside for the change in atmosphere. Unstructured recess is "...a time for the child to make a personal choice between sedentary, physical, creative, or social options."*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, Lines 13–14*) and (*Text 3, Lines 62–64*)]. 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 address counterclaims, and a summative paragraph that reaffirms the original claim (*Though some advantages may seem obtainable through structured recess, it will only hinder the child's ability to enjoy themselves out of the classroom at recess*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Recess is most beneficial to children because whether that child is sporty and athletic or shy and reserved, that child will still prosper from time outdoors*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*activities; interactions.*] (*Text 2, Lines 22–24*) *Limiting; classroom whether; conveinant; the student, after long*] that do not hinder comprehension.

No, school recess should not be structured play because students need time for their brain to relax instead of having to follow rules and regulations. Unstructured play helps promote "intellectual and cognitive growth, emotional intelligence, and benefits social interactions" (Text 2, Lines 22-24), however, unstructured playtime at recess can also cause bullies and other social issues (Text 3, Lines 10-12). It takes the time out for the children to unwind.

Although structured play helps reduce the risk of obesity it also hinders the child from other important growth, such as "socialization and emotional intelligence" (Text 2, Line 31). Structured play "simply transplants the rules of the classroom to the playground" (Text 4, Lines 20-31). Childrens aren't supposed to be worried about ^{just} their health, they need to learn how to socialize and learn from their mistakes. They need to experience things in order to learn the things that are not taught in class. Classrooms teaches the child what they need to learn to be book smart but what about emotionally and mentally? Do they not need to feel all these different types of good and bad emotions? Childrens shouldn't be in a classroom environment all throughout their day. If you think about it, recess is "the only time that children have to unwind" (Text 4, Line 24). Students who participate in structured play might "transition from that to schoolwork more quickly than students in traditional recess" (Text 3, Line 14). The students are already in an environment with restrictions and rules so

they aren't as hyper as kids without rules. Unstructured play has its benefits and disadvantages.

Unstructured play is a "supervised break that belongs to the child; that is, a time for the child to make a personal choice between sedentary, physical, creative or social options (Text 1, Lines 14-15). This is the time where they relax from a long day of school; a time where they can choose to be creative, physical or sedentary. One of the highest executive functions which is problem solving is involved in play. Children get to "plan, organize, sequence, and make decisions" (Text 2, Line 25). They get to decide how to solve a conflict or situation. They learn how to work in teams. This learning experience builds social qualities ~~that~~ such as "empathy, self-awareness, self-regulation, and flexibility" (Text 2, Line 35). Alongside with physical health, emotional development is also promoted through physical activities. Physical activities in unstructured play "decrease stress, anxiety, and depression, and to improve overall mood" (Text 2, Lines 37-38). All children need to take time off of their electronic entertainments and start being more active outside.

Unstructured play might not be able to help prevent bullying but it promotes many different benefits.

Children can experience new things while having fun. They can relax and not be worried about breaking school rules. Everybody needs a break sometimes. We all can't be engaged just in work. We need to have a time to relax too.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*No, School recess Should not be structured play because students need time for their brain to relax instead of having to follow rules and regulations*). 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 (*Unstructured play helps promote “intellectual and cognitive growth, emotional intelligence, and benefits social interactions” ... however, unstructured playtime at recess can also cause bullyings and other social issues*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*One of the highest executive functions which is problem solving is involved in play, Children get to decide how to solve a conflict or situation and Alongside with physical health, emotional development is also promoted through physical activities. Physical activities in unstructured play “decrease stress, anxiety, and depression, and to improve overall mood”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, Line 31) and (Text 4, Line 24)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, two body paragraphs that intermingle evidence supporting the claim and counterclaim (*Although structured play helps reduce the risk of obesity it also hinders the child from other important growth, such as “socialization and emotional intelligence”*), and a summative conclusion that reaffirms the original claim (*Unstructured play might not be able to help prevent bullying but it promotes many different benefits*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Students who participate in structured play might “transition from that to schoolwork more quickly ... The students are already in an environment with restrictions and rules*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*intereactions, obesity it, Childrens, Classrooms teaches the child what they, it’s benefits*) that do not hinder comprehension.

For some kids, recess is their favorite time of the day at school. Recess is a time for kids to unwind from being cooped up in a classroom all day. There are many benefits from recess that kids receive. During recess, children learn how to interact with their friends on a playful level, rather than an educational level. After many debates, questions arise on what the best type of recess is: structured or unstructured recess. Both have their own unique benefits.

Recess should be structured play. "Structured recess is a recess based on structured play, during which games and activities are taught and led by a trained adult." This statement from Text 1, lines 1-2, shows that there are chaperones during structured recess which is a benefit knowing that the kids aren't running around unsupervised. As stated in Text 3, lines 10-11, kids feel safer when there is supervision because structured recess leads to a "cut-back on bullying in the schoolyard." ~~But~~ Due to the "cut-back on bullying," kids can be more ~~more~~ involved in the activities because they feel more welcome to participate as stated in Text 1, lines 26-27.

As for unstructured recess, children have an enormous amount of freedom. Letting a child have a large amount of freedom isn't always the ~~best~~ best idea. Children with freedom tend to think they can do whatever they want, when they want. These children are the ones who are against authority. As stated in

who go "against authority. As stated in Text 2, lines 18-19, unstructured play "lets our kids experience freedom and learn ~~from~~ from their own mistakes and experiences." While in school, children should not be given free time to get into trouble and make mistakes. Children are in school to learn, not goof off. With unstructured play, children are given that free time to get into mischief. As stated in Text 2, line 12, unstructured play "takes place outside of direct adult supervision." This is a perfect opportunity for children to get into trouble.

Overall, structured recess is the best option for school's to incorporate into their system. The benefits of structured recess ~~outweigh~~ outweigh the benefits of unstructured recess by far. Although unstructured recess helps kids learn social skills independently, structured play puts a little more order and safety into recess.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*After many debates, questions arise on what the best type of recess is: structured or unstructured recess. Both have their own unique benefits. Recess should be structured play*). 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 (*As for unstructured recess, children have an enormous amount of freedom. Letting a child have a large amount of freedom isn't always the best idea. Children with freedom tend to think they can do whatever they want, when they want*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Due to the "cut-back on bullying," kids can be more involved in the activities because they feel more welcome to participate and As stated in Text 2, line 12, unstructured play "takes place outside of direct adult supervision." This is a perfect opportunity for children to get into trouble*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*This statement from Text 1, lines 1–2, shows and As stated in Text 3, lines 10–11*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that presents the benefits of both structured and unstructured recess, two body paragraphs that state the claim and include a discussion of the claim and counterclaim, and a conclusion that reaffirms the original claim (*Overall, structured recess is the best option for school's to incorporate into their system*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*During recess, children learn how to interact with their friends on a playful level, rather than an educational level*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*questions arise on what, chaparones, school's, outwiegh*) that do not hinder comprehension.

Recess is fun. It is a traditional thing in most schools around the world. Some schools, however, have a different approach to recess. Some have structured recess, where students are taught games and stuff by a trained professional, while other schools have unstructured recess, where students go outside and do what they want with adult supervision. Both types of recess are good in a way but ~~structured~~ structured recess seems to work better.

With structured recess, kids get to learn more about fitness and being healthy. Structured recess allows everyone to get involved, even those who are not into fitness or ^{who do} ~~not~~ ~~as~~ ~~much~~ ~~not~~ have as much skill as others (Text 1, Lines 21). Also with structured play, it decreases bad behavior and bullying (Text 3, Line 10). Also, if problems do arise, coaches of structured recess could teach the kids ways of solving the problems peacefully (Text 3, Lines 93-94). Structured recess, however, does limit a child's freedom and will, to kids, seem like just another class like gym.

With unstructured recess, kids get to have more freedom in the things they do. They get to develop more social skills and problem solving since they are learning for themselves. Unstructured recess also decreases stress, depression, anxiety, and makes kids more happy (Text 2, lines 37-38). Unstructured recess, however, allows kids not to get as much exercise as they should. It also seems to separate kids to things of their own interest.

Even with its ~~flaws~~ flaws, unstructured recess benefits kids more than structured recess. It allows kids to learn their own ways of problem solving. It also allows kids to have a little time to get away from class and do their own thing. This is why unstructured recess works more

Anchor Level 4–C

The essay introduces a reasonable claim, as directed by the task (*Both types of recess are good in a way but unstructured recess seems to work better*). 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 (*Structured recess, however, does limit a child's freedom and will, to kids, seem like just another class like gym. With unstructured recess, kids get to have more freedom in the things they do*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*They get to develop more social skills and problem solving since they are learning for themselves. Unstructured recess also decreases stress, depression, anxiety, and makes kids more happy*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, Line 21) and (Text 2, lines 37–38)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay with an opening paragraph that introduces the claim, a second paragraph that presents the counterclaim followed by a paragraph that addresses the claim before returning again to a discussion of the counterclaim (*Unstructured recess, however, allows kids not to get as much exercise as they should*), and concluding with a summative paragraph. The essay establishes but fails to maintain a formal style (*games and stuff, kids do things of their own interest, do their own thing*), using primarily basic language and structure (*This is why unstructured recess works more*). The essay demonstrates partial control, exhibiting occasional errors (*childs and seperate*) that do not hinder comprehension.

Every young child needs free time in their life. Recess is an ~~and~~ important part to a young child's day and that time of the day should be free time. There is no reason to have structured recess. Kids need to have free recess so they can expand their minds and become their own person. Keep free play so our future children can learn to do things on their own.

Children need to expand their minds at a young age and they can achieve that through free play. Through free play kids can expand their minds ~~to~~ intellectually, ~~and~~ cognitively, emotionally, and socially (Text 2, lines 22-24). They are growing and improving in all four of those areas during free play. They are growing intellectually because they are coming up with their own games and set of rules (Text 2, lines 22-23). They are growing cognitively by ~~using~~ thinking outside of the box to form new games and are problem solving how to fix conflicts. They are improving their emotional stability because it has been found that physical activity decreases stress, anxiety, and depression. They are also learning social skills by interacting with different children and learning how to come to decisions with those children (Text 2 lines 34-38). By improving and growing in these four areas our children are expanding their minds.

Children need to learn how to be ~~the~~ their own person and to be independent. Free play

encourages independence. They have the freedom to play by their rules, no one ~~else~~ else.

They can use things such as sticks, rocks, dirt and leaves to create anything they want in their mind (Text 2, lines 13-15). This ~~is~~ increases their imagination as well. And in the game of kickball there ~~is~~ is no room for imagination. Children need to experience freedom and learn from mistakes and the only way to do that is through free play.

Free play is an important part of a child's development. They need to grow and become their own person. They need to explore their imagination. Free play is the only way to go.

Anchor Level 3–A

The essay introduces a precise claim, as directed by the task (*There is no reason to have structured recess. Kids need to have free recess so they can expand their minds and become their own person*). The essay demonstrates some analysis of Text 2 (*They are growing cognitively by thinking outside of the box to form new games and are problem solving how to fix conflicts* and *By improving and growing in these four areas our children are expanding their minds*), but insufficiently distinguishes the claim from alternate or opposing claims (*And in the game of kickball there is no room for imagination*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Through free play kids can expand their mind intellectually, cognitively, emotionally, and socially* and *They can use things such as sticks, rocks, dirt and leaves to create anything they want in their mind*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(Text 2, lines 22–24) and (Text 2, lines 34–38)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, first introducing a claim, then presenting two supportive body paragraphs focusing on how *free play is an important part of a child's development* (*They are growing and improving in all four of those areas* and *Free play encourages independence*), concluding with a brief summation. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Keep free play so our future children can learn to do things on their own* and *Free play is the only way to go*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*child ... their, part to a young child's day, cognitively, their mind*) that do not hinder comprehension. The essay addresses fewer texts than required by the task and can be scored no higher than a 3.

School recess should be structured play. With structured play at recess kids can get less hurt and be more active. Structured play lets your kids be more safe from anything happening. It lets you know that your child is in safe hands and our being watched.

Some people believe "Children naturally, when left to their own devices, will take initiative and create activities and stories in the world around them" (text 2, lines 10-11). Children may create activities and stories but how do you know it's not bullying or something worse. According to text 3, lines 2-4 "most discipline-related problems happen at school when kids cut loose at recess and lunch, according to surveys." Teachers say "students felt safer" when they have a person watching them. ^(text 3, line 11) Schools have improved with structured recesses. "Teachers have reported improved behavior and attention in the classroom" after they were at a structured recess (text 1, line 22-23). Children can get hurt on their own, with a person there they can get help right away. What if they get hurt so bad they can't walk to get help? We need structured recess to keep our kids safe.

Structured recess is something that every place needs. Children should feel safe and stay out of trouble. Without structured recess, children may get hurt, bullied, or even taken. People shouldn't let their children where an adult supervisor isn't.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*School recess should be structured play. With structured play at recess kids can get less hurt and be more active*). The essay demonstrates some analysis of the texts (*Schools have improved with structured recesses and with a person there they can get help right away*), but insufficiently distinguishes the claim from alternate or opposing claims (*Children may create activities and stories but how do you know its not bullying or something worse*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Some people believe "Children ... will take initiative and According to text 3, lines 2–4 "most discipline-related problems happen at School when kids cut loose*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*text 2, lines 10–11*) and (*text 1, line 22–23*)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introductory paragraph that states the claim and the rationale behind the claim (*Structured play lets your kids be more safe from anything happening*), followed by a single body paragraph that begins with a brief reference to the counterclaim and then continues on to support the claim, and concludes with a paragraph of summation. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*What if they get hurt so bad they cant walk to get help and Structured recess is something that every place needs*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*child ... our being watched; believe "Children; activities; its; bullying; worse. According; on their own, with; there children*) that hinder comprehension.

Intro paragraph

Recess at schools has always been an exciting part of the day. It's when you can hang out with your friends and play games or just gossip. I feel it should stay like the good old recesses, but schools around the world are converting to a structured form, almost like physical education class. So instead of talking to your friends you will be forced to stay active and play games by a "recess coach." (text 4) I agree with (text 1) where the article states "recess is an unstructured but supervised break that belongs to the child" meaning you can do whatever you would like to whether it be playing games, talking to your friends, or just catching up on homework.

Having a structured recess doesn't let you talk about gossip to your friends or catch up on homework, you're forced to play games. (text 4) states that kids didn't like the idea of a structured recess and now one of the kids ^{was} "asked" why do I have to go through this everyday with you? Showing that these kids dealing with a structured recess would prefer un-structured recess more, and I agree because recess will almost be like a second gym class instead of free time.

Therefore I feel that having an un-structured recess is better than listening to a recess coach on your "free time." Without having a structured recess kids (text 3) get to enjoy recess instead of viewing it as a second gym class.

Anchor Level 3–C

The essay introduces a claim (*I feel It should stay like the good old resses*). The essay demonstrates some analysis of the texts (*meaning you can do whatever you would like to weather it be playing games, talking to your friends, or just catching up on homework and I agree because recess will almost be like a second gym class in stead of free time*), but insufficiently distinguishes the claim from alternate or opposing claims (*Having a structured recess doesn't let you talk about gossip to your friends or catch up on Homework, your forced to play games*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis [*I agree with (Text 1) were the article states "recess ... belongs to the child" and (Tex 4) States that ... one of the kids asked "why do I have to go through this everyday with you?"*]. The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by omitting line numbers [(*Text 4*) and (*Text 1*)] and misidentifying the phrase "*free time*" from Text 2 as being from Text 3. The essay exhibits some organization of ideas and information to create a mostly coherent essay with an introduction that defines and states the difference between structured and unstructured play and establishes a claim, followed by a single body paragraph of support that focuses on why *kids ... would prefer un-structured recess more*, and concludes with a reaffirmation of the claim (*Without having a structured recess kids get to enjoy recess instead of viewing it as a second gym class*). The essay lacks a formal style, using language that is inappropriate (*you can hang out and good old resses*) and imprecise (*play games by a "resses coach" and were the article states*). The essay employs usage of the second person throughout. The essay demonstrates emerging control of conventions, exhibiting occasional errors (*schools has; Its when; class. So instad; friends you; doesnt; Homework; your forced; "why ... you? Showing*) that hinder comprehension.

I feel as if schools should be allowed to have school recess ~~structured~~ structured play because kids need to have their own time. They need a stress-free life from school. School is very hard on kids. Other people don't see a point in recess or should I say "some" but in my opinion ~~the~~ kids need it. They've got to give their mind an ~~rest~~ rest. Having over powered stress on your back can lead to unhealthy issues. Everyone deserves their own time.

In the text "Forget goofing around: Recess has a new boss" basically in the opinion of the head "boss" in that school, kids don't deserve a recess. High school not so much with recess but elementary and middle school should still be given. ~~Recess~~ Recess has a good and a bad, but what in life doesn't? The good is that students will have their time to catch up and do work, interact with their friends. The bad is students may waste time on phones and other social irrelevant things.

Anchor Level 2–A

The essay introduces a claim that is somewhat contradictory (*I feel as if schools should be allowed to have School recess structured play because kids need to have their own time*). The essay demonstrates a confused and unclear analysis of the texts (*Other people don't see a point in Recess or should I say "some" but in my opinion kids need it*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*basically in the opinion of the head "boss" in that school, kids don't deserve a recess*), making use of some evidence that may be irrelevant (*Recess has an good and a bad, but what in life doesn't?*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, making reference only to the title of one source (*In the text "Forget Goofing around: Recess has a new boss"*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, by first presenting a claim that is contradictory, then focusing on *stress* in the school environment, and concluding with a *good* and a *bad* aspect of recess. The essay lacks a formal style, using some language that is imprecise (*They've got to give their mind an ease. Having over powered stress on your back can lead to unhealthy issues*). The essay demonstrates emerging control, exhibiting occasional errors (*Recess or; "some" but; Everyone ... their; boss" basically; do work, interact*) that hinder comprehension.

Should School recess be an unstructured play? Well from Evidence from Each argument I Feel I think that is should not be an unstructured play. I think kids should be able to play in recess. In text 1 I state my argument which states that Older elementary student benefit from game instruction and encouragement for total class inclusion. It also states that students can be coached to Interpersonal skills for appropriate conflict conclusion.

The next text im using is text 3 its another reason benefiting recess by coming up with organize recess programs which make it much easier for teachers to get more class instruction and prepare for class instruction because the staff would be monitoring the kids. It also takes away some of the complaints teachers use against recess.

In text 3 It disagrees with the idea of recess for numerous to me I think recess is great for children I think kids should also get active every day learn some social skill but ~~and~~ I could see why people would disagree and this text gives some great reasons.

One reason they gave is there not enough hours in the day the teachers dont get through there lesson and with

that comes alot² of concern. The last reason
Is that ~~stars~~ kids have to know that
Everything Is not play time and school
Is a place for learning.

Anchor Level 2–B

The essay introduces a claim (*I think that is should not be an unstructured play*). The essay demonstrates a confused (*text 3 It disagree's with the Idea of recess ... One reason ... Is there not Enough hours In the day the teachers dont get through there lesson*) and unclear (*It also takes away some of the complaints teachers use against recess*) analysis of the texts, failing to distinguish the claim from alternate or opposing claims (*I could see why people would disagres and this text gives some great reasons ... kids have to know that Everything Is not play time*). The essay presents ideas inconsistently and inaccurately (*text 3 its another reason benifiting recess by coming up with organize recess programs which make it much easier for teachers to get more class instruction*), in an attempt to support analysis, making use of some evidence that may be irrelevant (*make it much easier for teachers ... prepare for class instruction because the staff would be monstoring the kids*). The essay demonstrates inconsistent citation of sources (*In text 1 and In text 3*) to avoid plagiarism when dealing with direct quotes and paraphrased material, inaccurately copying text. The essay exhibits inconsistent organization of ideas and information, beginning by questioning the concept of unstructured play to introduce the claim and supporting the claim with textual evidence in the introduction but then supporting “*benifiting recess*” in a first body paragraph and then devoting a paragraph to Text 3 and its disagreement “*with the Idea of recess.*” The essay lacks a formal style, using some language that is inappropriate (*I Feel I think and I think recess is great*) and imprecise (*benifiting recess by coming up and there for “their”*). The essay demonstrates a lack of control, exhibiting frequent errors (*arguement; that is should; states that Older; student; Next; benifiting; It disagree's; For children I*) that make comprehension difficult.

Should school recess be structured play? For many years until this day there has never been any structured play so why can't we know? Many people have different thoughts about this if they disagree or should they agree. Well they should not agree for structured play because it's no fun.

Showing two evidence on why we should not have structured play, and another evidence showing why we should have structured play shows to different reasons. It more fun not to have structure play because it free and a good time. Having a structured play is not fun and boring and having recess should be a good time and getting rid of the energy plus stress. And this is why it's better to not have structured play but free play.

Anchor Level 2–C

The essay introduces a claim (*Well they should not agree for structured play because it's no fun*). The essay demonstrates a confused and unclear analysis of the texts (*Showing two evidence on – why we should not have structured play, and another evidence showing why we should have structured play shows to different reasons*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts beyond an assessment of the fun, or lack thereof, associated with recess (*It more fun not to have structure play and Having a structured play is not fun*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, first addressing the task and stating a claim, then providing a second paragraph that suggests the inclusion of evidence but does not provide it, instead focusing on general statements about play. A concluding sentence supports the claim. The essay lacks a formal style, using some language that is imprecise (*their* for “there,” *know* for “now,” *to* for “two,” *It more fun, it free*). The essay demonstrates a lack of control, exhibiting frequent errors (*Well they, agree for, two evidence, boring and, its better*) and various spellings of “structured” that make comprehension difficult.

School recess should not be structured play. Recess is a time for students to go outside and play how they want to play. I remember being in middle school and every day at lunch, ~~the~~ the students would be allowed to go outside and play in a courtyard. If my recess time was structured and I was forced to play if I wasn't interested in the game, it would feel like every other gym period I had. I never liked gym because it felt like forced play. I was only doing for a grade, but I liked recess at lunch because I wasn't being forced to participate if I didn't want to, I wasn't forced to wear certain attire, and I wasn't forced to play one game with children I didn't know.

While I believe recess should not be structured play, there are people who believe it should.

Anchor Level 1–A

The essay introduces a claim (*School recess should not be structured play. Recess is a time for students to go outside and play how they want to play*), 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 exhibits some organization of ideas and information to create a mostly coherent essay by first stating the claim, then providing personal opinions and examples in support of the claim (*I never liked gym because it felt like forced play I was only doing for a grade, but I liked recess at lunch because I wasn't being forced to participate if I didn't want to*), and concluding with a paragraph consisting of one sentence that reiterates the claim and acknowledges the presence of a counterclaim. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*If my recess time was structured and I was forced to play if I wasn't interested in the game, it would feel like every other gym period I had*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*school and every, play I, doing for*) 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.

Kids should not be structured. I pick no cause one kid may not know how to play that sport or the kid might get really hurt. Kids should do what they want to do recess.

Anchor Level 1-B

The essay introduces a claim (*Kids should not be structured* and *Kids should do what they want to do recess*). The essay demonstrates confused and unclear analysis of the text (*I pick no cause one kid may not know how to play that sport or the kid might get really hurt*), failing to distinguish the claim from alternate or opposing claims. The essay presents little to no evidence from the texts and does not make use of citations. The essay is minimal, making assessment of organization, language, and conventions unreliable.

Every person deserves time to themselves, friends, or family. This also involved what people do in their free time, especially children. School recess should be unstructured play. This will be supported by with the following texts: "The Crucial Role of Recess in School," "Why Children Need More Unstructured Play," and "Study Weighs Benefits of Organized Recess." The examples from these texts will be expressed through the following themes: socialization, physical activity, and relaxation.

Children often interact with their classmates, or friends, during recess. With this interaction, they gain social skills. This will help them in the future when they start to meet new ~~different~~ kinds of different people. For ^{instance} ~~example~~, "Children must work together to decide which game to play, what agreeable rules are, and how to manage scenarios that invariably ~~inv~~ involve their differing perspectives." (Text 2 Lines 32-34). This shows that children can also learn from others and can share their ideas to play new games. Social skills are needed in order to be involved in anything you do such as a job, a conversation, or even a transaction. It is best if you learn it early so it is better for you in the long run. Socialization is not the only reason why recess should be unstructured, also physical activity is another reason.

Physical Activity can also ~~can~~ occur during recess other than when students are in their class of physical education. Students should be able to decide whether they want to engage in physical activity or interact with their friends. Teachers can provide safe playground equipment to ~~stim~~ stimulate free play; establishing games/boundaries painted on the playground; or instructing children in games, such as four square or hop-scotch. (Text 1, Lines 32-34) This shows that teachers can simply just supervise students while they are doing these physical ~~activity~~ activities. For example, teachers could walk around the playground to make sure all students are safe, and are having fun while doing their own thing. Relaxation is also another ~~way~~ reason why ~~students~~ recess should be unstructured.

Relaxation is the unwinding of the brain and muscles. Student do their work all morning and are constantly working their brains to do it. With unstructured recess, students are able to daydream and use their imagination as much as they ~~des~~ desire. Everyone deserves a break from work for at least a few minutes. Students are left at peace and unbothered. With structured recess, students would have to stress out to figure out

what they are doing, and they can also be bullied for doing the wrong step in the activity. Bullying even occurs in structured recess, "While teachers observed that there was less name-calling, shoving of classmates, and excluding of some students from games because of Playworks, students didn't..." (Text 3 Lines 62-64).

This shows that even if teachers did not see it, does not mean it was not happening. The bullying could have occurred when the students got back to their classes, or any time after recess. In other words, unstructured recess show a better alternative. alternatives.

~~Even though students aren't receiving~~
Students should be able to use their free time in whatever way they please. This leads to more relaxation, the development of socialization, and physical activity. This was supported by ~~"Critical"~~ "The Crucial Role of Recess Recess in School", "Why Children Need More Unstructured Play", and "Study Weighs Benefits of Organizing Recess". These showed that ~~also~~ recess should be unstructured.

Structured recess is recess based on structured play during which games and physical activities are ~~taught~~ and led by a trained adult. I think that school recess should be allowed. One reason recess should be allowed is so that kids aren't hyper after eating and going to their next class. Also in which they are getting exercise and burning off the food. One reason that I don't think they should have recess is that kids will get tired out and fall asleep during school. But having school recess should be an important part of the day. All through elementary and middle school recess was allowed, why stop it after that. Often there are times where kids get hyper and out of hand and they need to go outside and run around to calm down. Mandatory participation of all children in a structured recess must be weighed against potential social and emotional trade off of limiting acquisition of important development skills. Recess should be viewed as a supplement to motor skills.

Structured recess is a topic that has become debatable around the country. This new way of play incorporates supervised and structured activities during the time of recess at school. This new approach to recess shows many benefits for the students. However, many disagree with the idea. Although structured recess may provide a safer environment for children and increase their physical activity, overall, recess should not be structured because it restricts a child's creativity and it requires athletics from every child.

Unstructured recess is a time where children learn to grow through social and physical interaction. Text 2, lines 22-24 states that "free play promotes intellectual and cognitive growth, emotional intelligence and benefits social interactions." Thus, structured play curbs children's social activities. Without strict supervision, children are able to learn skills that are vital to everyday life. This can include creating games and activities on their own, and successfully working with peers to achieve their own goals, stressing the idea of teamwork. In addition, the children learn when it's right to include others in their play, or help a peer when they need it, without the interventions of teachers or supervisors making those decisions for them, allowing them to think on their own. The skills that children learn when they are able to play freely with their peers helps them flourish in the future.

Another reason for unstructured play is the ability for the children to do whatever they want. In a structured recess, the child must conform to whatever the adult asks, even if the child feels uncomfortable participating in the activity. In Text 4, a boy was asked his opinion about structured recess. He states, "I don't like to play" (line 8) and the teacher responds "There's no choice," (line 10). This quote helps depict how many children don't want structured recess. Whether it be wanting to participate in a different activity, being uncomfortable playing a group game or preferring to be alone, not all children want to play during recess. Many children feel self-conscious exercising and playing. If a child isn't athletic, he most likely would not want to be forced to play during their free time. Just because they aren't playing doesn't mean they aren't doing something beneficial for themselves. The children can read, draw, socialize with others or just relax by themselves. All of these activities can help a child prosper.

On the other hand, structured play might be crucial in a child's life. Text 1, lines 19-20 states that "children can be coached to develop interpersonal skills for appropriate conflict resolution. The activities allow for all children to be involved in physical games. A

Structured recess can help improve health and exercise and can accommodate to the needs of every child. However, it may take the focus away from gym class and it may cost the school more money to pay coaches and trained supervisors for structured recess. Most importantly, it restricts a child's ability to think freely and do what he pleases in a time of relaxation.

Overall, recess should not be structured because it should be a time of creativity and personal fun. Children need time to unwind during a structured day of classwork. Children should be able to choose what to do in their recess time.

I believe recess should be free play and non organized. Free Play opens a Kid's mind to new ideas and guidelines. An organized recess limits kids from being social, outgoing and the kids won't learn from mistake if never gave an opportunity to learn.

A kid who plays freely while being supervised is expanding his learning hand book. They're taking problems into their own hands and solving them, but as a game. As a kid plays outside they are fighting against obesity, problem solving, learning from mistake, team work, self reliance and patience. In text 2 it states time spent outside improves childrens focus with

(text 1)

ADHD. This strengthens the argument that kids should be outside playing and being active. Although in text 3 its stated some students dont participate in recess is not mandatory. But the kids are still being social and getting fresh air.

I believe ~~free~~ recess should be unstructured to release the kids free self. The kids can observe, learn and stay fit all while having fun. And breaking struche gives kids a sense of freedom and help them understand self limits and rules.

Recess has always been an important part of school as a kid. It's where social, intellectual and physical skills are used to have fun and grow as an individual. With recess comes the issue of which is better? structured recess where an adult plans out activities or unstructured where children create their own activities. The answer to that is structured because ~~the~~ children aren't always able to create activities, smoother transitions between class and recess and it's safer socially and physically.

Children often have trouble creating something from nothing. They need a base to build from. Structured recess gives them ~~that~~ that base. They have a trained teacher who can help set up fun activities. Stated in text 2 "children often need help developing games and need suggestions and encouragement to participate in physical activities" (Text 1 line 3-4) without help from ~~an~~ an adult children can end up doing nothing at all.

A second reason why structured recess is better is because it allows for smoother transitions between class and recess and vis versa. In text 3 it said "The most

finding shows students who participate in a playworks-structured recess transition from that to school work more quickly than students in traditional recess;" (Text 3 line 13-14) Besides that teachers have also noticed improved behavior and attention in class because of structured recess.

The third reason why structured recess is better is because it's safer socially and physically. People who oppose structured recess say that unstructured recess allows for more social ~~and~~ physical and emotional growth. This is explained in text 2 "free play promotes intellectual and cognitive growth, emotional intelligence and benefits social interactions" (Text 2 line 23-24)

This is disproven in text 4 when it talks about how children left to their own will hurt each through carelessness and lack of understanding when it comes to feelings. "students who, left to their own, used to run into one another, squabble over balls and jump ropes or monopolize the blacktop while excluding their classmates to the sidelines" (Text 4 line 112-113) All the bullying and injuries stopped once structured play was introduced

Structured recess should be used during recess. It's safer than unstructured recess, allows for smoother transitions between recess and class and allows for activities by an adult

because students can't always create their own activities. If structured recess is used in all schools you will see student grow more as individuals and become fine adults.

Practice Paper A – Score Level 4

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

Practice Paper B – Score Level 2

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

Practice Paper C – Score Level 5

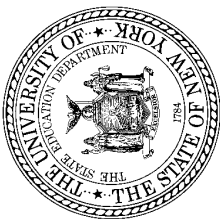
Holistically, this essay best fits the criteria for Level 5.

Practice Paper D – Score Level 3

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

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.

The South Pole explorer clearly develops an important and central theme throughout the memoir excerpted from his diary. The explorer conveys that the destruction of the Endurance (the ship that was ^{more than just} his "floating home") was heartbreaking. The explorer states that it was in the ship that he had "centered ambitions, hopes, and desires." At several points, the explorer states that he finds it difficult to put into words his true feelings about the demise of the Endurance. He explained that even though he had planned for the possible disaster, and the end of the ship was "looming ahead for many months," he was greatly disturbed by the tragedy. The South Pole explorer uses clear details to share his feelings with the audience.

The explorer extensively develops his main theme through the use of figurative language, primarily personification. The explorer gives the ship human qualities to illustrate the importance of the Endurance in his life and heart. The most vivid example of personification was, "Now, straining and groaning... her wounds gaping, she is slowly giving up her sentient life..." This personification shows how the explorer feels the pain of his ship "dying." The explorer also refers to the ship as "her" or "she." On the other hand, the explorer personifies the cause of destruction: the floes. He refers to the event as "the attack of the ice." Secondly, the explorer uses a simile while describing the downfall of the Endurance. He stated the ship was "snapping with a noise like heavy gunfire." The explorer equates the splitting noise to heavy gunfire, using the word "like." This goes to show that at the moment at which his ship was destroyed, it was as if a loved one was being gunned down. The explorer successfully reached the audience and conveyed his feelings through the beautiful and touching use of figurative language.

Anchor Level 4–A

The response introduces a well-reasoned central idea [*The explorer conveys that the destruction of the Endurance (the ship that was more than just his “floating home”) was heartbreaking*] and a writing strategy (*The explorer extensively develops his main theme through the use of figurative language, primarily Personification*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of figurative language to develop the central idea (*This personification shows how the explorer feels the pain of his ship “dying” and This goes to show that at the moment at which his ship was destroyed, it was as if a loved one was being gunned down*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The explorer states that it was in the ship that he had “centered ambitions, hopes, and desires” and the explorer personifies the cause of destruction: the floes. He refers to the event as “the attack of the ice”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing a central idea that focuses on how the explorer *was greatly disturbed by the tragedy* and then presenting a writing strategy and demonstrating how the use of figurative language *successfully reached the audience and conveyed his feelings*. The response establishes and maintains a formal style, using precise language and sound structure (*The explorer gives the ship human qualities to illustrate the importance of the Endurance in his life and heart and The explorer also refers to the ship as “her” or “she”*). The response demonstrates control of conventions with infrequent errors (*primarily Personification*).

When hope is lingering and strength is draining, one pushes onward. They persevere through the new challenges that await, not because they ~~want~~ ^{want} to but rather they have to. They fight to survive; they fight for a ^{chance to make it} future. This attitude is exemplified in an excerpt from the diary of a South Pole explorer whose trip has taken a turn for the worst as him and his crew have been forced to abandon their sinking ship. He details their current predicament and records the circumstances that had ~~lead~~ ^{led} up to their detrimental situation. However, throughout the entire piece, there is that lingering hope and perseverance to trudge forward. Through strong diction, the explorer ~~conveys~~ ^{conveys} that underlying sense of hope in his journal to maybe ~~make~~ ^{make} it home alive with his crew and expresses that if they don't, ^{they} ~~at least~~ ^{at least} ~~need~~ ^{need}.

The South pole explorer conveys his main idea through his diction. At first, when he is explaining their predicament, he utilizes diction that personifies their ship. By using phrases such as "straining and groaning" and "her wounds gaping," the author highlights the end of their ship as a death which underlines the severity of their situation as their lifeline is gone. They ~~are~~ ^{are} 346 miles from food and shelter. In addition,

the explorer augments his explanation of the disaster by stating, "I cannot describe the impression of the relentless destruction that was forced upon me..." This descriptive statement established the utter mortification of the situation. However, the explorer then goes on to explain their current hope. He utilizes phrases such as "long and strenuous" to describe the current ~~and~~ journey ahead. He states that the journey they are about to embark on is going to be exceptionally difficult yet they are still going to try their absolute hardest to ~~make~~ make it to safety with no lives lost. Although the ~~and~~ challenges that await them will test their strength, ~~and~~ they will ~~their~~ venture forward. The author ends on an optimistic note by stating, "A man must shape himself to a new mark directly ^{as} the old one goes to ground." This last statement is a testament to his perseverance and ~~hope~~ ~~and~~ underlying hope.

Throughout the piece, the explorer utilizes descriptive diction to establish the severity of their predicament and his perseverance to trudge on even though the odds are against them. The author conveys ~~his~~ his undying hope and strength by establishing that they will venture onward even though there is a greater probability that

they will not ^{survive} ~~make it~~. That unwavering hope for the future is one of humankind's greatest assets that aids us through the darkest of times as it did ~~of~~ for the South Pole explorer. A chance for a future, a chance for life, that is worth fighting for.

Anchor Level 4-B

The response introduces a well-reasoned central idea (*He details their current predicament and records the circumstances that had led up to their detrimental situation. However, throughout the entire piece, there is that lingering hope and perseverance to trudge forward*) and a writing strategy (*Through strong diction, the explorer conveys that underlying sense of hope in his journal to maybe make it home alive with his crew and expresses that if they don't, they at least tried*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*he utilizes diction that personifies their ship. By using phrases such as "straining and groaning" and "her wounds gaping," the author highlights the end of their ship as a death and Although the challenges that await them will test their strength, they will venture forward*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*the explorer augments his explanation of the disaster by stating, "I cannot describe the impression of the relentless destruction that was forced upon me" and He utilizes phrases such as "long and strenuous" to describe the current journey ahead. He states that the journey they are about to embark on is going to be exceptionally difficult yet they are still going to try their absolute hardest to make it to safety with no lives lost*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing and explaining a central idea and writing strategy, then discussing how the explorer utilizes descriptive diction to establish the severity of their predicament and his perseverance to trudge on even though the odds are against them, and concluding with a summative paragraph (*That unwavering hope for the future is one of humankind's greatest assets that aids us through the darkest of times as it did for the South Pole explorer*). The response establishes and maintains a formal style, using precise language and sound structure (*He details their current predicament and records the circumstances that had led up to their detrimental situation*) The response demonstrates partial control of conventions with occasional errors (*one ... They, him and his crew, strenous, embarck, probility, humankind's*) that do not hinder comprehension.

The language used helps convey a dismal yet hopeful tone in this piece which greatly helps to develop the central idea of perseverance even through the worst conditions. In the excerpt, the day being described is mentioned as "fateful" and the description of the ship breaking in the ice uses language such as "sickening sensation"; "relentless destruction" and "annihilating" which paints a dismal picture and conveys a dismal tone. However, the tone later in the piece, turns hopeful when the author is discussing the ~~the~~ future with language such as "good morale", "trust" and "safety". It can also be noted that the ship is called the Endurance which is exactly what the crew will need to make it to safety.

→ Though the author is worried for the safety of his crew he looks towards the future with an open mind and leaves us with the powerful statement "A man must shape himself to a new mark directly the old one goes to ground". The language used in this excerpt creates a dismal tone with the destruction of the ship but then shifts towards a more hopeful tone when discussing the future. These tones help ~~the~~ the reader to identify the central theme of perseverance even in the worst of times.

Anchor Level 3–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*The language used helps convey a dismal yet hopeful tone in this piece which greatly helps to develop the central idea of perseverance even through the worst conditions*). The response demonstrates a thoughtful analysis of the author’s use of tone to develop the central idea (*The language used in this excerpt creates a dismal tone with the destruction of the ship but then shifts towards a more hopeful tone when discussing the future. These tones help the reader to identify the central theme of perseverance even in the worst of times*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*the description of the ship breaking in the ice uses language such as “sickening sensation”, “relentless destruction” and “annihilating” which paints a dismal picture and conveys a dismal tone and the tone later in the piece, turns hopeful ... with language such as “good morale”, “trust” and “safety”*). The response exhibits acceptable organization of ideas and information to create a coherent response, first identifying the writing strategy and the central idea, then addressing the *dismal tone* and then changing to one of hope *when the author is discussing the future*, and concluding with a recognition of the author’s concern *for the safety of his crew* and a reiteration of the writing strategy and central theme. The response establishes and maintains a formal style, using appropriate language and structure (*It can also be noted that the ship is called the Endurance which is exactly what the crew will need to make it to safety*). The response demonstrates partial control of conventions with occasional errors (*sickening sensation”; piece, turns; crew he; ground”.*; *discussing*) that do not hinder comprehension.

The central idea of this text is that the ~~narrator~~ narrator undergoes the struggle of losing his ship, along with his hopes, desires, and ambition. This text shows us how he coped with the adversity, and how he never gave up during this tough time. The author uses the literary element of point of view, in order to develop this central idea.

Point of view helps develop the central idea of this text, because it gives the reader an idea of what the narrator is going through. His feelings are being portrayed throughout this text so that we can understand the hardships being thrown at the ~~narrator~~ narrator, and how he chooses to deal with the unfortunate circumstances.

~~For example, it states in~~ For example, it states ~~in~~ in lines 41-43, "...relentless destruction that was forced upon me as I looked down and around. The floes, with the force of millions of tons of moving ice behind them, were simply annihilating the ship." This quote from the text illustrates how extreme the destructions of the ship is. This is the extent of the hardship that the narrator goes through, and the reader can better understand the unfortunate situation he is in.

~~Despite this difficult situation he is in,~~ Despite this difficult situation he is in, the narrator still copes with the struggle, and tries to help the people surrounding him, and himself. It states in lines 57-58, "The task was now to secure the safety of the party, and to that I must bend my energies and mental power and apply every bit

Anchor Paper – Part 3 – Level 3 – B

of knowledge that the experience had given me."
This quote shows how the ~~the~~ narrator chose to
deal with this fatal situation.

Anchor Level 3–B

The response introduces a clear central idea (*The central idea of this text is that the narrator undergoes the struggle of losing his ship, along with his hopes, desires, and ambition*) and a writing strategy (*The author uses the literary element of point of view, in order to develop this central idea*) 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 (*Point of view helps develop the central idea of this text, because it gives the reader an idea of what the narrator is going through*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using a quote from the text to illustrate *how extreme the destruction of the ship is and the extent of the hardship that the narrator goes through* and a second quote to support how *the narrator still copes with the struggle*. The response exhibits acceptable organization of ideas and information to create a coherent response, first identifying the central idea and a literary element, then addressing the *hardships* the narrator faces and suggesting a focus on *how he chooses to deal with the unfortunate circumstances*, and ending with reference to the narrator's desire to help *the people surrounding him and himself* as he deals with *this fatal situation*. The response establishes and maintains a formal style, using appropriate language and structure (*Despite this difficult situation he is in, the narrator still copes with the struggle*). The response demonstrates partial control of conventions with occasional errors (*loosing; view, in order; text, because; himself. it*) that do not hinder comprehension.

Have you ever done something hard (like a sport, test, competition, etc.) and felt so close to giving up? That is exactly what the South explorers ~~felt~~ felt, ~~now~~ ^{they were} tired, weary and ready to give up ~~up~~ all hope. ~~was~~ They felt terrible because they had forced to abandon their ship, but they remained hopeful because after all they were still alive. The author of this excerpt used symbolism to ~~develop~~ develop the central idea. ~~The~~ The central idea of this excerpt was Hope. The excerpt teaches us that we must never give up on our dreams. It teaches us that even when we fall we should be able to just pick ourselves back up. We should be able to brush ourselves off and start back up because while there is still hope the dream will never die. We learn that the journey may be long, tiring and ~~very~~ complicated, but we must always be able to keep our eyes on the goal.

The author was able to develop the central idea through the use of symbolism. The Endurance ship was a symbol for the means to the dream. We understand that the author depended on the ship in lines 8-10 "To a sailor his ship is more... I had centered ambitions, hopes, and desires." Then in the following lines "Now straining ... giving up her sentient life ..." We can see that the Hope is ~~was~~ ~~always~~ slowly

fading away. We see how the explorer's journey is ~~being~~ abruptly stopped. ~~then~~
In lines 11-13 we see that the ship has given and had to be abandoned. This shows the explorer's loss because he feels as if it is the end. Then he realizes it's not the ~~the~~ end because he is still alive, he still has another chance to retry his dream. The death of the ship does not mean the end of the dream.

The author was able to develop the central idea through symbolism. The ship's death was merely an obstacle that the author had to overcome in order to achieve the dream.

Anchor Level 3-C

The response introduces a clear central idea (*The central idea of this excerpt was Hope. The excerpt teaches us that we must never give up on our dreams*) and a writing strategy (*symbolism*) that establish the criteria for analysis. The response demonstrates a superficial analysis of the author's use of symbolism to develop the central idea (*The Endurance ship was a symbol for the means to the dream*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*We understand that the author depended on the ship in lines 8-10 "To a sailor his ship is more ... I had centered ambitions, hopes, and desires" and We see how the explorer's journey is abruptly stopped. In lines 11-13 we see that the ship has given and had to be abandoned*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the writing strategy and the central idea, followed by a paragraph that illustrates examples of symbolism and then changing emphasis on hope (*Then he realizes it's not the end because he is still alive*) and ending with a reiteration of the central idea and writing strategy (*The author was able to develop the central idea through symbolism. The ship's death was merely an obstacle that the author had to overcome in order to achieve the dream*). The response lacks a formal style, using language that is basic, inappropriate (*Have you ever done something hard ... and felt so close to giving up?* and *We should be able to brush ourselves off and start back up*) and imprecise (*the South explorers and he still has another chance to retry his dream*). The response demonstrates partial control of conventions with occasional errors (*felt, they; they had forced to; because after all they; its not; alive, he*) that do not hinder comprehension.

The central idea of the text was perseverance and determination in terms of survival. After the crew's ship was stuck in the ice they had no choice but to abandon the ship. As they got on to the ice sheets they had to endure the harsh weather and limited supplies until they made it to where they were headed.

The group was determined to survive ~~there~~ as they set forth.

One literary element that emphasizes the central idea is imagery. In the diary he states "To-night the temperature has dropped to -16°F and most of the men are cold and uncomfortable." This shows that they had to suffer through harsh conditions and goes back to the central idea of perseverance. Another example of imagery is "the destruction and abandonment is no sudden snuck" which shows they wouldn't have shelter and relates back to the central idea.

Anchor Level 2–A

The response introduces a central idea (*The central idea of the text was perseverance and determination in terms of survival*) and a writing strategy (*One literary element that emphasizes the central idea is imagery*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*In the diary he states “To-night the temprature has dropped ... and most of the men are cold and uncomfertable.” This shows that the had to suffer through harsh conditions*). The response presents ideas inadequately and inaccurately by misquoting the text and providing an incorrect example of imagery in an attempt to support analysis (*Another example of imagery is “the destruction and abandoment is no sudden shock”*). The response exhibits acceptable organization of ideas and information to create a coherent response with one paragraph that introduces a central idea and establishes a context for the crew’s determination to survive and a second paragraph that is devoted to the writing strategy, employing two quotes as proposed examples of that strategy and an explanation of each quote. The response lacks a formal style, using language that is basic and imprecise (*they made it to where they were headed, the had to suffer, and goes back to*). The response demonstrates partial control of conventions with occasional errors (*ice they; surivie; temprature; abandoment ... shock.” which shows*) that do not hinder comprehension.

The author's tone in this story is he is brave he knows what's at stake but he will be brave in order to save his crew members he also uses conflict in this story. One central idea ~~to~~ this story is that no matter what happens you can't think about yourself you have to think what is at risk.

In the story the sailor who is captain and probably owner of this ship ~~goes~~ is traveling to the Paulet Island with his crew members. He is 360 miles away from Paulet and another 180 miles from the nearest barrier. During this expedition he is going through some icebergs which damages the ship which is called "Endurance". The sailor sees how slowly the "Endurance" is sinking. "Decks were breaking ~~apart~~ upwards and the ~~water~~ ^{water} was pouring below". The sailor knows what's gonna happen, his ship is sinking. But the sailor isn't dumb he planned ahead in case of emergency his men knew exactly what to do. The plans for abandoning the ship in case of emergency had been made well

in advance, and men and dogs descended to the floe and made their way to the comparative safety of an unbroken portion of the floe without a hitch". He calls upon his crew members and ~~but~~ explains to them, that their Journey has come to an end, all he knows is that he will take his crew member to land safely.

The sailor says "A man must shape himself to a new mark directly the old ones goes to ground" in other words the old him will die with the ship and a new one will rise up to ~~replace~~ help his crew members a brave sailor. The sailor knew what was gonna happen, but always thought ahead, he had a backup plan, he wasn't gonna put his crew members at risk. He didn't think about himself he thought about his crew members. He thanked them for everything they have done for him he should turn their gratitude.

Anchor Level 2–B

The response introduces a central idea (*One central Idea In this story is that no matter what happens you can't think about yourself you have to think what is at risk*) and two writing strategies (*The authors tone in this story is he is brave and he also uses conflict in this story*). The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*The sailor knows whats gonna happen, his ship is sinking*) but does not refer to *tone* specifically. The response presents ideas inconsistently and inadequately in an attempt to support analysis, consisting mainly of plot summary, with no direct reference to *conflict* in the discussion (*During this expedition he is going through some Icebergs which damages the ship*), making use of some evidence that may be irrelevant (*and probably owner of this ship*). There is no discussion of *tone*. The response exhibits inconsistent organization of ideas and information, providing an opening paragraph which refers to the author's use of *tone* and *conflict* and references a central idea (*no matter what happens you can't think about yourself you have to think what is at risk*), a second paragraph that deals mainly with plot summary, and a final paragraph that discusses the *brave sailor* (*He thanked them for evrything they have done for him he should them their gratitude*), failing to create a coherent response. The response lacks a formal style, using language that is inappropriate (*the sailor isn't dumb and he wasn't gonna*) and imprecise (*he should them*). The response demonstrates emerging control of conventions with some errors (*authors tone; Icebergs; abadoning; upons; ground" in other words the old him; about himself he thought*) that hinder comprehension.

I the text an excerpt from memoir of a south pole explorer. There is many central ideas, and many literary elements but the ^{central} main literary element and central idea is conflict and how give up and planning can always help. The central idea is planning for an incident can save your life and it is shown through conflict ~~and~~ human vs state or human vs nature.

This guy that had planned for an expedition to the Antarctica had thought ahead he knew that the ship might break do to its old ~~weak~~ body. It had been stuck twice in the mist of ice once prior to October 27 and on October 27 the ice was pushing on the boat, cracking the hull. The plans for abandoning ship in case of an emergency had been made well in advance, The men and dogs... without a hitch. (Lines 36-38)

To conclude the central idea is that preplanning can save people's lives, and it was shown in conflict human vs nature.

Anchor Level 2–C

The response introduces a central idea (*Never give up and planing can always help*) and a writing strategy (*it is showed through conflict human vs fate or human vs nature*). The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*This guy that had planned for an exploration to the Anartica had thought ahead*). The response presents ideas inadequately and inaccurately in an attempt to support analysis (*It had been stuck twice in the mist of ice onec prior to october 27 and on october 27*). The response exhibits inconsistent organization of ideas and information, with one paragraph that introduces multiple central ideas and a writing strategy, a body paragraph that attempts to discuss the central idea of planning with some evidence that is inaccurate (*he kew that the ship might break do to its old ... body*) and a single quote from the text that is insufficiently copied (*well in advance, The men and dogs ... without a hitch*), and a conclusion with a single sentence that restates one of the central ideas and says it was shown by the writing strategy. The response lacks a formal style, using language that is basic and imprecise (*I the text and This guy*). The response demonstrates a lack of control of conventions with frequent errors (*exccerpt; there is Many; elemenents but; incedant; itish showed through conflict human, boat. cracking; abandng ship incase*) that make comprehension difficult.

Anchor Paper – Part 3 – Level 1 – A

In the story he uses personification when he says "Her timbers crackling and her wounds gaping, she is slowly giving up her sentient life at the very outside of her career." This personification shows how much he truly values this ship.

Anchor Level 1–A

The response introduces a writing strategy (*personification*), but demonstrates a minimal analysis of the author's use of personification (*This personification shows how much he truly values this ship*) to develop the central idea. The response presents ideas inadequately in an attempt to support analysis (*In the story he uses personification when he says "Her timbers crackling and her wounds gaping, she is slowly giving up her sentient life at the very outside of her career"*). The response is minimal, making assessment of coherence, organization, style, and conventions unreliable.

THROUGHOUT OUR LIVES WE GO THROUGH A JOURNEY TO FIND WHO WE TRUELY ARE. WE OFTEN QUESTION WHAT OUR PURPOSE IN THIS WORLD IS. WE GO ON A JOURNEY AS WE GROW TO DISCOVER OURSELVES. SOMETIMES THE JOURNEY IS REAL BUT SOMETIMES IT IS IMAGINED. THE JOURNEY THROUGH OUR SCHOOL YEARS IS TOUGH BUT REWARDING. WE CAN USE THE TIME IN SCHOOL TO LEARN ABOUT THE JOURNYS OF OTHERS AND ABOUT THE DANGERS THEY FACED THAT CAN BE WORSE THAN THE DANGERS WE FACE, I COULD NEVER BE AN EXPLORER.

Anchor Level 1–B

The response introduces a central idea that is personal in nature (*Throughout our lives we go through a journey to find who we truly are*), with no analysis of the author’s use of a writing strategy to develop the central idea. The response presents no evidence from the text beyond a vague reference to the idea of *explorer*. The response exhibits acceptable organization of ideas and information to create a coherent response, consisting of one paragraph that describes how *we go on a journey as we grow to discover ourselves*. The response establishes and maintains a formal style, using appropriate language and structure (*We often question what our purpose in this world is*). The response demonstrates partial control of conventions with occasional errors (*journy, truly, real but*) that do not hinder comprehension. The response can be scored no higher than a 1 since it is a personal response.

In times of trouble, one must always keep hope. There are a multitude of negative occurrences throughout nearly every decision and event in one's life. In the text excerpt from ~~the~~ a South Pole explorer, ~~the~~ on ~~some~~ extreme downfall is at hand, however, with leadership, hope, and courage, the explorer has increased the survival possibility by a tremendous amount. With the use of the present conflict between the need for survival and doing the best option for his men, the writer is able to develop the central idea of ~~stop~~ being a leader, and never giving up hope.

A sailor and his crew were aboard a ship ~~to~~ on an expedition when the boat became locked in ice. The sailor has realized he needs to get his men off the ship to start to make a journey to find food and shelter, however the conflict of man vs. nature is that the men do not have nearly enough hands and strength to carry enough food to survive them the entire 346 miles to Paulet Island where they could find such necessities. "we could not take from here food enough for the whole journey;

the weight would be too great." (line 23) It becomes apparent that the sailor writer is beginning to see all the negative outcomes and fear of the worst possibilities, however ~~the~~ he never gives up hope. "The task now was to secure the safety of the party, and to that I must bend my energies and mental powers and apply every bit of knowledge and experience of the Antarctic had given me." (lines 56-58) It is clear that the sailor isn't giving up hope on saving his men regardless to the conflicts they face.

The central idea of never giving up hope is apparent throughout the explanation of the conflict of man vs. nature. Even in the darkest time on the expedition, the writer never gives up hope in saving his men. He reacts with courage and strength in saving his men.

The main purpose of the text was to talk about a fatal day on a Wednesday in October. I don't know much more about it. About some one with bad wounds who was giving up. Somewhere 360 miles from an island.

In the excerpt of South Pole talks about a group of people that are trying to survive in the South Pole. This excerpt has a hidden idea that the author is trying to show the reader. The central idea is that anyone that works as a team will farther in life and avoid ~~any~~ any circumstances in their way. The author shows this idea by using a writing strategy that is called first person point-of-view.

In the excerpt, the narrator explains how the ship was ~~sinking~~ slowly sinking into the water in, ~~the~~ perspective, "the ship was here stern up by the pressure, and the driving floe, moving laterally across the stern" (lines 27-28). Because of this, it split the rubber and ripped off the rubber-post and stern-post, which caused the boat to sink. However, with the work of teamwork the group they made it land, without teamwork they would have drown to death. This shows why teamwork can take them far in their lives and avoid any circumstances that they might face in the way.

Survival is a difficult task, especially in a cold environment like Antarctica. However, even the strongest will learn to adapt to changing situations, regardless of how difficult it gets. A sailor in the Antarctic learns this through experience, and it is best developed through the use of a literary element, particularly conflict.

The sailor's use of conflict best exerts the theme of adapting to changing situations. Exploring Antarctica is depicted to be a very difficult task for sailors. The temperature was -8.5°F , a gentle southerly breeze was blowing and the sun shone in a clear sky." (Text, lines 2-3). As expected, Antarctica is very cold, which displays the true conflict between the sailor and the forces of nature as the sailor is forced to embrace the frigid climate of Antarctica. A situation like this only gets worse if a disaster were to happen. "The floes, with the force of millions of tons of moving ice behind them, were simply annihilating the ship." (Text, lines 42-43). One of the worst things that could happen when exploring the Antarctic Sea is a shipwreck.

As such, nature has deprived the sailor of his main form of navigation, making it even more difficult for him to survive. Even at the lowest point of the journey, the sailor knew he had to pick himself up and adapt in order to survive. "The task was likely to be long and strenuous, and an ordered mind and a clear programme were essential if we were to come through without loss of life. A man must shape himself to a new mark directly the old one goes to ground." (Text, lines 58-61). After the sailor and his crew survived the shipwreck, he knew that in order to survive and complete the task, he would have to adapt to the new environment. Resolute and experienced, the sailor knew ~~that~~ he should not ~~surrender~~ surrender to the forces of nature, further highlighting the conflict between the sailor and the Antarctic climate.

A resolute mind, the will to live, and the ability to adapt to changing situations were all necessities to survival. This idea was best conveyed through conflict, where a sailor and his crew were exploring the Antarctic while being forced to embrace the ~~climate~~ especially frigid climate. Through the use of a literary

element, particularly conflict, the sailor learns that the ability to adapt to changing environments is vital to survival.

It is a difficult task for one to be on a ship for a long period of time. At times you might want to give up, however, the narrator of this excerpt did not feel that way. The central idea of this passage is the South Pole explorer writing this excerpt from his diary did not give up and ~~could~~ ~~strive~~ ~~to~~ ~~overcome~~ the adversity he faced. This central idea is developed through the use of theme. The theme is determination throughout the passage.

The central idea of the passage is overcoming hardship during this journey on a ship. For instance, in lines 5-7 it is said, "...though we have been compelled to abandon the ship, which is crushed beyond all hope of ever being righted, we are alive and well, and we have stores and equipment for the task that lies before us." This illustrates that the members of the ship know that they will have a hard time reaching the end of their journey, but with the use of determination and ~~was~~ optimism they will ~~could~~ succeed. Additionally, in lines 57-58 the narrator states, "...I must bend my energies and mental power and apply every bit of knowledge that experience

of the Antarctic had given me." This exemplifies the ~~the~~ author showing his ~~possibilities~~ strength and dedication, although hard to reach the task at hand. These attributes add on to the theme of determination and the central idea of overcoming adversity.

Practice Paper A – Score Level 3

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

Practice Paper B – Score Level 1

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

Practice Paper C – Score Level 2

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

Practice Paper D – Score Level 4

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

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)
 June 2017**

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

The *Chart for Determining the Final Examination Score for the June 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) – June 2017

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

(Use for the June 2017 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	52	1
55	99	5	26	47	1
54	99	5	25	43	1
53	99	5	24	39	1
52	98	5	23	36	1
51	97	5	22	32	1
50	96	5	21	28	1
49	95	5	20	24	1
48	94	5	19	21	1
47	92	5	18	18	1
46	91	5	17	14	1
45	90	5	16	11	1
44	88	5	15	9	1
43	87	5	14	8	1
42	86	5	13	7	1
41	85	5	12	6	1
40	83	4	11	5	1
39	82	4	10	5	1
38	80	4	9	4	1
37	79	4	8	3	1
36	76	3	7	3	1
35	74	3	6	2	1
34	72	3	5	2	1
33	69	3	4	1	1
32	66	3	3	1	1
31	65	3	2	1	1
30	60	2	1	1	1
29	57	2	0	0	1
28	55	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/>.