

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Tuesday, January 26, 2016 — 1:15 to 4:15 p.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

5 The factory made the best centrifugal pumps in the world, and Merle Waggoner owned it. He'd started it. He'd just been offered two million dollars for it by the General Forge and Foundry Company. He didn't have any stockholders and he didn't owe a dime. He was fifty-one, a widower, and he had one heir—a son. The boy's name was Franklin. The boy was named after Benjamin Franklin.

One Friday afternoon father and son came out of Merle's office and into the factory. They went down a factory aisle to Rudy Linberg's lathe.¹

10 "Rudy," said Merle, "the boy here's home from college for three days, and I thought maybe you and him and your boy and me might go out to the farm and shoot some clay pigeons tomorrow."

Rudy turned his sky-blue eyes to Merle and young Franklin. He was Merle's age, and he had the deep and narrow dignity of a man who had learned his limitations early—who had never tried to go beyond them. His limitations were those of his tools, his flute and his shotgun. ...

15 "Let's go ask my boy what he's got on tomorrow," said Rudy. It was a formality. Karl always did what his father wanted him to do—did it with profound love. ...

20 Karl was a carbon copy of his father. He was such a good mimic of Rudy that his joints seemed to ache a little with age. He seemed sobered by fifty-one years of life, though he'd lived only twenty. He seemed instinctively wary of safety hazards that had been eliminated from the factory by the time he'd learned to walk. Karl stood at attention without humility, just as his father had done.

"Want to go shooting tomorrow?" said Rudy.

"Shoot what?" said Karl.

25 "Crows. Clay pigeons," said Rudy. "Maybe a woodchuck."

"Don't mind," said Karl. He nodded briefly to Merle and Franklin. "Glad to." ...

Rudy nodded. He examined the work in Karl's lathe and tapped his own temple. The tapping was a signal that Franklin had seen many times on hunts. It meant that Karl was doing fine.

30 Rudy touched Karl's elbow lightly. It was the signal for Karl to get back to work. Rudy and Karl each held up a crooked finger and saluted with it. Franklin knew what that meant too. It meant, "Good-by, I love you." ...

Merle was sitting at his desk, his head down, when Franklin came in. He held a steel plate about six inches square in his left hand. In the middle of the plate was a hole two inches square. In his right hand he held a steel cube that fitted the hole exactly. ...

35 Franklin sat down gingerly on a hard chair by the wall. The office hadn't changed much in the years he'd known it. It was one more factory room, with naked pipes overhead—the cold ones sweaty, the hot ones dry. Wires snaked from steel box to steel box. The green walls and cream trim were as rough as elephant hide in some places, with alternating coats of paint and grime, paint and grime.

¹lathe — a machine on which a piece of material, such as wood or metal, is spun and shaped against a fixed cutting tool

40 There had never been time to scrape away the layers, and barely enough time, overnight, to slap on new paint. And there had never been time in which to finish the rough shelves that lined the room. ...

Merle slipped the cube through the square hole once more. “Know what these are?” he said.

45 “Yes, sir,” said Franklin. “They’re what Rudy Linberg had to make when he was an apprentice in Sweden.”

The cube could be slipped through the hole in twenty-four different ways, without letting the tiniest ray of light pass through with it.

50 “Unbelievable skill,” said Franklin respectfully. “There aren’t craftsmen like that coming along any more.” He didn’t really feel much respect. He was simply saying what he knew his father wanted to hear. The cube and the hole struck him as criminal wastes of time and great bores. “Unbelievable,” he said again.

“It’s utterly unbelievable, when you realize that Rudy didn’t make them,” said Merle gravely, “when you realize what generation the man who made them belongs to.”

55 “Oh?” said Franklin. “Who did make them?”

“Rudy’s boy, Karl,” said Merle. “A member of your generation.” He ground out his cigar sadly. “He gave them to me on my last birthday. They were on my desk, boy, waiting for me when I came in—right beside the ones Rudy gave me thirty-one years before.” ...

60 “I could have cried, boy, when I saw those two plates and those two cubes side by side,” said Merle. “Can you understand that?” he asked beseechingly. “Can you understand why I’d feel like crying?” ...

“The cube of Karl’s fitted through the hole of Rudy’s!” said Merle. “They were interchangeable!”

“Gosh!” said Franklin. “I’ll be darned. Really?”

65 And now he felt like crying, because he didn’t care, couldn’t care—and would have given his right arm to care. The factory whanged and banged and screeched in monstrous irrelevance—Franklin’s, all Franklin’s, if he just said the word.

“What’ll you do with it—buy a theater in New York?” said Merle abruptly.

“Do with what, sir?” said Franklin.

70 “The money I’ll get for the factory when I sell it—the money I’ll leave to you when I’m dead,” said Merle. He hit the word “dead” hard. “What’s Waggoner Pump going to be converted into? Waggoner Theaters? Waggoner School of Acting? The Waggoner Home for Broken-Down Actors?”

75 “I—I hadn’t thought about it,” said Franklin. The idea of converting Waggoner Pump into something equally complicated hadn’t occurred to him, and appalled him now. He was being asked to match his father’s passion for the factory with an equal passion for something else. And Franklin had no such passion—for the theater or anything else. ...

“Don’t sell on my account,” said Franklin wretchedly.

“On whose account would I keep it?” said Merle.

80 “Do you have to sell it today?” said Franklin, horrified.

“Strike while the iron’s hot, I always say,” said Merle. “Today’s the day you decided to be an actor, and, as luck would have it, we have an excellent offer for what I did with my life.”

“Couldn’t we wait?”

85 “For what?” said Merle. He was having a good time now.

“Father!” cried Franklin. “For the love of heaven, father, please!” He hung his head and shook it. “I don’t know what I’m doing,” he said brokenly. “I don’t know for sure what I want to do yet. I’m just playing with ideas, trying to find myself. Please, father, don’t sell what

90 you've done with your life, don't just throw it away because I'm not sure I want to do that with my life too! Please!" Franklin looked up. "I'm not Karl Linberg," he said. "I can't help it. I'm sorry, but I'm not Karl Linberg." ...

—Kurt Vonnegut, Jr.
excerpted from "This Son of Mine..."
The Saturday Evening Post, August 18, 1956

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| <p>1 The author's description in lines 1 through 5 introduces a conflict by including details about</p> <ul style="list-style-type: none">(1) an industry competitor(2) an unexpected financial loss(3) a revised production schedule(4) a business opportunity <p>2 Merle's invitation (lines 8 through 10) illustrates his</p> <ul style="list-style-type: none">(1) pride in Franklin(2) anger at Rudy(3) respect for the Linberg family(4) concern about the Waggoner factory <p>3 Rudy's "deep and narrow dignity" (line 12) hints at his</p> <ul style="list-style-type: none">(1) contentment with his position in life(2) respect for Merle's bond with Franklin(3) pride in Franklin's decisions(4) ambition to take over the company <p>4 Lines 17 through 21 suggest that Karl's attitude is a result of his</p> <ul style="list-style-type: none">(1) health(2) upbringing(3) schooling(4) status <p>5 Lines 35 through 42 serve to illustrate the</p> <ul style="list-style-type: none">(1) tension between Merle and Rudy(2) conflict between Franklin and Karl(3) relationship between Merle and Franklin(4) competition between Rudy and Karl <p>6 The references to the plate and cubes (lines 32 through 34 and lines 55 through 61) create a connection to</p> <ul style="list-style-type: none">(1) Merle's desired relationship with his son(2) Karl's ambitious drive to improve the business(3) Franklin's obedience to his father(4) Rudy's devotion to the business | <p>7 Franklin's response in lines 49 through 52 reveals his desire to</p> <ul style="list-style-type: none">(1) pacify his father(2) recreate the fine workmanship(3) collaborate with his father(4) take over the factory <p>8 Which lines reveal a shift in Franklin's perspective?</p> <ul style="list-style-type: none">(1) "The tapping was a signal that Franklin had seen many times on hunts" (lines 26 and 27)(2) "Yes, sir," said Franklin. "They're what Rudy Linberg had to make when he was an apprentice in Sweden'" (lines 45 and 46)(3) "The idea of converting Waggoner Pump into something equally complicated hadn't occurred to him, and appalled him now" (lines 74 and 75)(4) "I'm not Karl Linberg," he said. "I can't help it. I'm sorry, but I'm not Karl Linberg'" (lines 90 and 91) <p>9 Which quotation best reflects a central theme in the text?</p> <ul style="list-style-type: none">(1) "He was Merle's age, and he had the deep and narrow dignity of a man who had learned his limitations early" (lines 11 and 12)(2) "He seemed sobered by fifty-one years of life, though he'd lived only twenty" (lines 18 and 19)(3) "The cube could be slipped through the hole in twenty-four different ways, without letting the tiniest ray of light pass through with it" (lines 47 and 48)(4) "He was being asked to match his father's passion for the factory with an equal passion for something else. And Franklin had no such passion" (lines 75 through 77) |
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Reading Comprehension Passage B

View with a Grain of Sand

We call it a grain of sand
but it calls itself neither grain nor sand.
It does just fine without a name,
whether general, particular,
5 permanent, passing,
incorrect or apt.

Our glance, our touch mean nothing to it.
It doesn't feel itself seen and touched.
And that it fell on the windowsill
10 is only our experience, not its.
For it it's no different than falling on anything else
with no assurance that it's finished falling
or that it's falling still.

The window has a wonderful view of a lake
15 but the view doesn't view itself.
It exists in this world
colorless, shapeless,
soundless, odorless, and painless.

The lake's floor exists floorlessly
20 and its shore exists shorelessly.
Its water feels itself neither wet nor dry
and its waves to themselves are neither singular nor plural.
They splash deaf to their own noise
on pebbles neither large nor small.

25 And all this beneath a sky by nature skyless
in which the sun sets without setting at all
and hides without hiding behind an unminding cloud.
The wind ruffles it, its only reason being
that it blows.

30 A second passes.
A second second.
A third.
But they're three seconds only for us.

Time has passed like a courier with urgent news.
35 But that's just our simile.
The character's invented, his haste is make-believe,
his news inhuman.

—Wisława Szymborska
from *Polish Poetry of the Last Two Decades of Communist Rule*,
translated by Stanislaw Barańczak and Clare Cavanagh
Northwestern University Press, 1991

- 10 The statement “Our glance, our touch mean nothing to it” (line 7) helps to establish the concept of
- (1) human resentment of the natural order
 - (2) nature’s superiority
 - (3) human control over the environment
 - (4) nature’s indifference
- 11 The purpose of lines 14 through 18 is to present
- (1) a contrast with human reliance on the senses
 - (2) a focus on the complexity of natural events
 - (3) an emphasis on human need for physical beauty
 - (4) an appreciation for the role of nature in everyday life
- 12 Lines 30 through 33 contribute to the poem’s meaning by
- (1) questioning the finality of death
 - (2) commenting on human perception
 - (3) revealing the power of anticipation
 - (4) describing an unusual phenomenon
- 13 The inclusion of the figurative language in the final stanza serves to
- (1) modify an argument
 - (2) stress a value
 - (3) reinforce a central idea
 - (4) resolve a conflict
- 14 The poem is developed primarily through the use of
- (1) examples
 - (2) exaggerations
 - (3) cause and effect
 - (4) question and answer
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Reading Comprehension Passage C

“The Russell-Einstein Manifesto,” signed by a group of eleven intellectuals and scientists including Bertrand Russell and Albert Einstein, was written at the height of the Cold War.

In the tragic situation which confronts humanity, we feel that scientists should assemble in conference to appraise the perils that have arisen as a result of the development of weapons of mass destruction, and to discuss a resolution in the spirit of the appended draft.

5 We are speaking on this occasion, not as members of this or that nation, continent, or creed, but as human beings, members of the species Man, whose continued existence is in doubt. The world is full of conflicts; and, overshadowing all minor conflicts, the titanic struggle between Communism and anti-Communism. . . .

10 We have to learn to think in a new way. We have to learn to ask ourselves, not what steps can be taken to give military victory to whatever group we prefer, for there no longer are such steps; the question we have to ask ourselves is: what steps can be taken to prevent a military contest of which the issue must be disastrous to all parties? . . .

15 No doubt in an H-bomb¹ war great cities would be obliterated. But this is one of the minor disasters that would have to be faced. If everybody in London, New York, and Moscow were exterminated, the world might, in the course of a few centuries, recover from the blow. But we now know, especially since the Bikini test,² that nuclear bombs can gradually spread destruction over a very much wider area than had been supposed. . . .

20 Many warnings have been uttered by eminent men of science and by authorities in military strategy. None of them will say that the worst results are certain. What they do say is that these results are possible, and no one can be sure that they will not be realized. We have not yet found that the views of experts on this question depend in any degree upon their politics or prejudices. They depend only, so far as our researches have revealed, upon the extent of the particular expert’s knowledge. We have found that the men who know most are the most gloomy.

25 Here, then, is the problem which we present to you, stark and dreadful and inescapable: Shall we put an end to the human race; or shall mankind renounce war? People will not face this alternative because it is so difficult to abolish war.

30 The abolition of war will demand distasteful limitations of national sovereignty. But what perhaps impedes understanding of the situation more than anything else is that the term “mankind” feels vague and abstract. People scarcely realize in imagination that the danger is to themselves and their children and their grandchildren, and not only to a dimly apprehended humanity. They can scarcely bring themselves to grasp that they, individually, and those whom they love are in imminent³ danger of perishing agonizingly. And so they hope that perhaps war may be allowed to continue provided modern weapons are prohibited.

35 This hope is illusory. Whatever agreements not to use H-bombs had been reached in time of peace, they would no longer be considered binding in time of war, and both sides would set to work to manufacture H-bombs as soon as war broke out, for, if one side manufactured the bombs and the other did not, the side that manufactured them would inevitably be victorious.

40 Although an agreement to renounce nuclear weapons as part of a general reduction of armaments would not afford an ultimate solution, it would serve certain important purposes.

¹H-bomb — hydrogen bomb

²Bikini test — reference to an American test of a hydrogen bomb conducted at the Bikini Atoll in the Pacific Ocean on March 1st, 1954. The bomb sent radioactive debris across the globe.

³imminent — about to take place

45 First: any agreement between East and West is to the good in so far as it tends to diminish tension. Second: the abolition of thermo-nuclear weapons, if each side believed that the other had carried it out sincerely, would lessen the fear of a sudden attack in the style of Pearl Harbour, which at present keeps both sides in a state of nervous apprehension. We should, therefore, welcome such an agreement, though only as a first step.

50 Most of us are not neutral in feeling, but, as human beings, we have to remember that, if the issues between East and West are to be decided in any manner that can give any possible satisfaction to anybody, whether Communist or anti-Communist, whether Asian or European or American, whether White or Black, then these issues must not be decided by war. We should wish this to be understood, both in the East and in the West.

55 There lies before us, if we choose, continual progress in happiness, knowledge, and wisdom. Shall we, instead, choose death, because we cannot forget our quarrels? We appeal, as human beings, to human beings: Remember your humanity, and forget the rest. If you can do so, the way lies open to a new Paradise; if you cannot, there lies before you the risk of universal death.

Resolution

60 We invite this Congress,⁴ and through it the scientists of the world and the general public, to subscribe to the following resolution:

“In view of the fact that in any future world war nuclear weapons will certainly be employed, and that such weapons threaten the continued existence of mankind, we urge the Governments of the world to realize, and to acknowledge publicly, that their purpose cannot be furthered by a world war, and we urge them, consequently, to find peaceful means for the settlement of all matters of dispute between them.”

—Bertrand Russell
excerpted from “The Russell–Einstein Manifesto”
July 9, 1955

⁴Congress — the group of scientists who signed the Manifesto

- 15 Lines 1 through 4 set a tone of
- (1) caution
 - (2) futility
 - (3) hostility
 - (4) accusation
- 16 The position taken in lines 9 through 12 suggests
- (1) a justification of modern warfare and politics
 - (2) a connection between military victory and the destruction of Communism
 - (3) the similarity of Communist and anti-Communist ideals
 - (4) the relationship between military conflict and ultimate disaster
- 17 Lines 18 through 24 help to refine the central idea in the text by
- (1) including statements that express opposing points of view
 - (2) providing a summary of the opinions of experts in this area
 - (3) encouraging individuals to become involved with the cause
 - (4) opposing an involvement by politicians and scientists
- 18 The rhetorical question posed in line 26 emphasizes the
- (1) unavoidable nature of the problem
 - (2) important issue of national sovereignty
 - (3) likely elimination of weapons of mass destruction
 - (4) probable establishment of a new world power
- 19 The phrase “dimly apprehended” (lines 31 and 32) suggests that average people’s understanding of the concept of mankind is
- (1) realistic
 - (2) limited
 - (3) pessimistic
 - (4) insightful
- 20 As used in line 36, the word “illusory” most closely means
- (1) deceptive
 - (2) sustainable
 - (3) regrettable
 - (4) certain
- 21 Lines 41 through 47 suggest that a potential agreement on weaponry would be
- (1) successful
 - (2) controversial
 - (3) unpopular
 - (4) helpful
- 22 Which statement from the text is best supported by lines 48 through 52?
- (1) “We have found that the men who know most are the most gloomy” (lines 23 and 24)
 - (2) “The abolition of war will demand distasteful limitations of national sovereignty” (line 28)
 - (3) “And so they hope that perhaps war may be allowed to continue provided modern weapons are prohibited” (lines 33 through 35)
 - (4) “Remember your humanity, and forget the rest” (line 55)
- 23 The “Resolution” stated in lines 58 through 64 serves to
- (1) advise the Congress to debate the proposal
 - (2) stress the importance of non-military solutions to conflicts
 - (3) demand the elimination of weapons of mass destruction
 - (4) condemn the Governments that violate the Manifesto
- 24 The Manifesto states that the presence of nuclear weapons requires individuals to
- (1) advocate for international conflict resolution
 - (2) elect politicians who will support disarmament
 - (3) participate in public discussions about the military
 - (4) prepare the communities for nuclear attack

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 11 through 18 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 food be genetically modified?

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 the genetic modification of food. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding the genetic modification of food
- 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 – GMOs 101

Text 2 – GMO Reality Check

Text 3 – GMO Foods: Key Points in the Genetically Modified Debate

Text 4 – The Truth about Genetically Modified Food

Text 1

GMOs 101

The six questions on every shopper’s mind about the new biotech foods. ...

1 What are GMOs [Genetically Modified Organism], and what are they used for?

A GMO is created by injecting genetic material from plants, animals, or bacteria into a crop in hopes of creating a new and beneficial trait. For example, one of the most popular genetically modified (GM) crops is a corn plant that’s capable of producing its own pesticide, called Bt, which is also used in spray form by some organic farmers. The idea is to make the plant resistant to insect damage and to limit the amount of harmful pesticides farmers have to spray. Other GM plants, such as Roundup Ready corn, were created to survive the spraying of the herbicide Roundup, which kills weeds and would normally kill the plant, too, says Stephen H. Howell, Ph.D., director of the Plant Sciences Institute at Iowa State University.

Researchers are also using the technology experimentally as a way to nutritionally enhance fruits and vegetables.

Some GMO supporters say that both applications are necessary to help feed a growing world population, especially in poor countries where drought and famine are common. But there is very little agreement on whether biotechnology offers a uniform way to address world hunger. “We have plenty of food for the world right now. It’s not the deficiency of technology that’s a problem for developing countries,” says Jane Rissler, Ph.D., a senior staff scientist with the Union of Concerned Scientists, a nonprofit watchdog group that partners with 80,000 researchers. The international hunger problem, she says, stems from “poverty, corruption, and poor distribution.”

2 What kinds of foods contain GMOs?

About 80 percent of the food on grocery-store shelves already contains at least some ingredients made from altered genes. This means that almost any processed food, from salad dressing to snack crackers, could contain GMOs, unless it has been certified organic (federal regulations explicitly restrict food manufacturers from using the organic seal on products made with GMOs). That’s because corn, soy, and canola are the top three GM food crops in the United States, so anything that is produced with corn syrup, high-fructose corn syrup, or soybean or corn oil might include GMOs.

Very little fresh produce on the market, though, is genetically engineered, with the exceptions of most papaya, some squash, and a few strains of sweet corn. Meanwhile, we’re not the only ones consuming GMOs—animals do, too. GM corn and soybeans are often used in livestock feed, though there’s no evidence that GMOs show up in your steak or chops.

3 Should I be concerned about the safety of GM foods?

Federal agencies like the U.S. Food and Drug Administration (FDA) and the U.S. Department of Agriculture (USDA) say that they are safe, and there have been no documented cases of illness due to consumption of GMOs. The American Medical Association agrees at this point and has encouraged ongoing research in the field. ...

4 What do GM crops mean for the environment?

“I think a lot of scientists agree that there are no known environmental problems with the crops that are out there now,” says Allison Snow, Ph.D., who studies environmental risk

and genetically modified crops as a professor of ecology at Ohio State University. But organic farmers are becoming increasingly concerned about maintaining the integrity of their crops. For example, if Bt corn is planted too close to a neighboring organic-corn crop, crosspollination could occur and contaminate the latter.

Scientists on both sides of the debate also widely agree that insects will eventually become resistant to the Bt crops, Snow says. “It could happen any year now. Then we would be back where we started, and we would have lost a valuable tool for managing insects,” Snow says. ...

5 Is it possible to live completely GMO-free?

Probably not. A study commissioned by the Union of Concerned Scientists and released in February already suggests that seeds that are supposedly non-GMO may be unintentionally tainted. Genetically engineered DNA was found in at least half of the small sample of tested corn and soybean seeds, and about 83 percent of the canola seeds. Even if you buy only certified-organic products, you probably can’t avoid GMOs completely. That’s because it is also possible for organic food crops to become inadvertently contaminated. ...

6 What will we see next from the biotech-food market?

Here are some GM foods that might end up on store shelves:

- The FDA and USDA are currently reviewing safety data on a variety of genetically engineered wheat that would tolerate the herbicide Roundup.
- Researchers are also working on wheat varieties that would resist drought, be less allergenic to those with gluten intolerance, and be more nutritious.

Consumers may also start seeing major nutritional benefits in the future:

- Scientists at the University of California, Riverside, announced last year [2003] that they genetically engineered a corn plant to produce up to four times the normal amount of vitamin C by inserting a gene from wheat plants. The researchers have filed a patent application and are soliciting companies that might be interested in commercializing the product. ...
- Other biotech foods that are currently in development include a vitamin A--enhanced rice and a tomato with increased amounts of the cancer-fighting antioxidant lycopene.
- Monsanto Co., which is the largest producer of GM seeds, is continuing to tinker with soybeans in hopes of developing a variety that could produce an oil containing few or no saturated and trans fats.

—Alisa Blackwood
excerpted and adapted from “GMOs 101”
Health, May 2004

Text 2

GMO Reality Check

... GMO Basics

So what are GMOs? To put it simply, they're plants and seeds created in laboratories. Genetic engineers insert genes from bacteria, viruses, animals, or humans into the DNA of a food crop or animal to create an organism that would never occur in nature. Biotech companies do this for two main reasons: to make crops that are tolerant to herbicides such as RoundUp that kill other plants, and to make crops that produce their own insecticides.

The FDA's own scientists actually warned that these never-before-seen foods could create new toxins and new allergens and needed to be more thoroughly tested, but their concerns were largely ignored. Instead, the US government took the official position that GM foods were "substantially equivalent" to conventional foods and didn't require safety testing or labeling -- in sharp contrast to 40 other countries that require such foods be clearly labeled. Commercial planting of genetically modified seeds in the United States began in 1996, and soon after, food products containing GMOs began appearing on store shelves, mostly without our knowledge.

By 2011, 94 percent of all soybeans and 88 percent of all corn grown in the United States was genetically modified. Soy and corn, along with other common GM foods (including canola oil. [*sic*] cottonseed oil, and sugar from sugar beets), are used as ingredients in countless other products, so many Americans -- including health food shoppers -- likely have been eating GM foods without realizing it.

No Benefits, Just Risks

What we didn't know about what we were eating may already be harming us. Based on animal research with GM foods, the American Academy of Environmental Medicine (AAEM) says that there are serious health risks associated with eating GM foods, including infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues, and changes in organs. In 2009, the AAEM urged doctors to prescribe non-GMO diets for all Americans, saying that doctors are probably seeing negative health effects in their patients right now without realizing that GM foods are major contributing factors.

Genetically modified crops pose risks to the environment, too, including the serious threat of GM seeds spreading to and contaminating both organic and conventional crop fields. Plus, the biotech industry claims that genetic engineering reduces the use of pesticides, but research shows otherwise. According to a 2009 report by the Organic Center, overall pesticide use dramatically increased -- about 318 million pounds -- in the first thirteen years after GM crops were introduced.

Herbicides sprayed in high amounts on GM herbicide-resistant crops have led to the development and spread of so-called "superweeds" -- weeds that are able to adapt to and withstand typical herbicides. And the biotech companies' proposed solution to this problem? Create new GM crops that are resistant to ever more toxic chemicals, including 2, 4-D -- a major component of Agent Orange.¹ It's a "crazy" idea because weeds would eventually adapt to that herbicide and any others, says Andrew Kimbrell, executive director of the Center for Food Safety and author of *Your Right to Know: Genetic Engineering and the Secret Changes in Your Food*.

¹Agent Orange — chemical used as part of herbicidal warfare programs

45 The most important thing to know about GM foods is that they benefit only the chemical companies that produce them, says Kimbrell. “[The biotech companies] have yet to produce anything that benefits the consumer. There’s no better taste, no better nutrition, no lower price. That’s the dirty little secret that’s hardly ever reported. That’s why those companies don’t want GM foods labeled. They don’t want the consumer to be able to have the choice to say, ‘I want the same price, less risky version.’”...

—Melissa Diane Smith
excerpted from “GMO Reality Check”
Better Nutrition, August 2012

Text 3

GMO Foods: Key Points in the Genetically Modified Debate

... Safe or Unsafe?

Most studies show genetically modified foods are safe for human consumption, though it is widely acknowledged that the long-term health effects are unknown. The Food and Drug Administration generally recognized these foods as safe, and the World Health Organization has said no ill health effects have resulted on the international market.

5 Opponents on both sides of the Atlantic say there has been inadequate testing and regulation. They worry that people who eat genetically modified foods may be more prone to allergies or diseases resistant to antibiotics. But they have been hard pressed to show scientific studies to back up those fears.

10 GM foods have been a mainstay in the U.S. for more than a decade. Most of the crops are used for animal feed or in common processed foods such as cookies, cereal, potato chips and salad dressing.

15 Europe largely bans genetically engineered foods and has strict requirements on labeling them. They do allow the import of a number of GM crops such as soy, mostly for animal feed, and individual European countries have opted to plant these types of crops. Genetically engineered corn is grown in Spain, though it amounts to only a fraction of European farmland. ...

Can GM Food Help Combat World Hunger?

20 By 2050, the world's population is projected to rise to 9 billion from just over 7 billion currently. Proponents of genetically modified foods say they are safe and can boost harvests even in bad conditions by protecting against pests, weeds and drought. This, they argue, will be essential to meeting the needs of a booming population in decades to come and avoiding starvation.

25 However Doug Gurian-Sherman, senior scientist for the food and environment program at the Union of Concerned Scientists, an advocacy group, said genetic engineering for insect resistance has provided only a modest increase in yields since the 1990s and drought-resistant strains have only modestly reduced losses from drought.

30 Moreover, he said conventional crossbreeding or cross-pollinating of different varieties for desirable traits, along with improved farming, are getting better results boosting yields at a lower cost. In fact, much of the food Americans eat has been genetically modified by those conventional methods over thousands of years, before genetic engineering came into practice. ...

35 Andrea Roberto Sonnino, chief of research at the U.N. food agency, said total food production at present is enough to feed the entire global population. The problem is uneven distribution, leaving 870 million suffering from hunger. He said world food production will need to increase by 60 percent to meet the demands of 9 billion by 2050. This must be achieved by increasing yields, he added, because there is little room to expand cultivated land used for agriculture.

Genetically modified foods, in some instances, can help if the individual product has been assessed as safe, he said. "It's an opportunity that we cannot just miss."

To Label or Not to Label?

40 Europe requires all GM food to be labeled unless GM ingredients amount to 0.9 percent or less of the total. The U.S. does not require labels on the view that genetically modified food is not materially different than non-modified food. Opponents of labeling say it would

scare consumers away from safe foods, giving the appearance that there is something wrong with them.

45 U.S. activists insist consumers should have the right to choose whether to eat genetically modified foods and that labeling would offer them that choice, whether the foods are safe or not. They are pushing for labeling at the state and federal level. California voters last year rejected a ballot initiative that would have required GM food labeling. The legislatures of Connecticut and Maine have passed laws to label genetically modified foods, and more than 20 other states are contemplating labeling. ...

—Marjorie Olster
excerpted from “GMO Foods: Key Points in the
Genetically Modified Debate”
<http://www.huffingtonpost.com>, August 2, 2013

Text 4

The Truth about Genetically Modified Food

... Benefits and Worries

The bulk of the science on GM safety points in one direction. Take it from David Zilberman, a U.C. Berkeley agricultural and environmental economist and one of the few researchers considered credible by both agricultural chemical companies and their critics. He argues that the benefits of GM crops greatly outweigh the health risks, which so far remain theoretical. The use of GM crops “has lowered the price of food,” Zilberman says. “It has increased farmer safety by allowing them to use less pesticide. It has raised the output of corn, cotton and soy by 20 to 30 percent, allowing some people to survive who would not have without it. If it were more widely adopted around the world, the price [of food] would go lower, and fewer people would die of hunger.” ...

Despite such promise, much of the world has been busy banning, restricting and otherwise shunning GM foods. Nearly all the corn and soybeans grown in the U.S. are genetically modified, but only two GM crops, Monsanto’s MON8₁₀ maize and BASF’s Amflora potato, are accepted in the European Union. Eight E.U. nations have banned GM crops outright. Throughout Asia, including in India and China, governments have yet to approve most GM crops, including an insect-resistant rice that produces higher yields with less pesticide. In Africa, where millions go hungry, several nations have refused to import GM foods in spite of their lower costs (the result of higher yields and a reduced need for water and pesticides). Kenya has banned them altogether amid widespread malnutrition. No country has definite plans to grow Golden Rice, a crop engineered to deliver more vitamin A than spinach (rice normally has no vitamin A), even though vitamin A deficiency causes more than one million deaths annually and half a million cases of irreversible blindness in the developing world. ...

A Clean Record

... Could eating plants with altered genes allow new DNA to work its way into our own? It is theoretically possible but hugely improbable. Scientists have never found genetic material that could survive a trip through the human gut and make it into cells. Besides, we are routinely exposed to—we even consume—the viruses and bacteria whose genes end up in GM foods. The bacterium *B. thuringiensis*, for example, which produces proteins fatal to insects, is sometimes enlisted as a natural pesticide in organic farming. “We’ve been eating this stuff for thousands of years,” [Robert] Goldberg [a plant molecular biologist] says.

In any case, proponents say, people have consumed as many as trillions of meals containing genetically modified ingredients over the past few decades. Not a single verified case of illness has ever been attributed to the genetic alterations. Mark Lynas, a prominent anti-GM activist who last year publicly switched to strongly supporting the technology, has pointed out that every single news-making food disaster on record has been attributed to non-GM crops, such as the *Escherichia coli*—infected organic bean sprouts that killed 53 people in Europe in 2011. ...

Plenty of other credible groups have arrived at the same conclusion. Gregory Jaffe, director of biotechnology at the Center for Science in the Public Interest, a science-based consumer-watchdog group in Washington, D.C., takes pains to note that the center has no official stance, pro or con, with regard to genetically modifying food plants. Yet Jaffe insists the scientific record is clear. “Current GM crops are safe to eat and can be grown safely in the environment,” he says. The American Association for the Advancement of Science, the American Medical Association and the National Academy of Sciences have all unreservedly backed GM crops. The U.S. Food and Drug Administration, along with its

45 counterparts in several other countries, has repeatedly reviewed large bodies of research and concluded that GM crops pose no unique health threats. Dozens of review studies carried out by academic researchers have backed that view. ...

—David H. Freedman
excerpted and adapted from “The Truth about
Genetically Modified Food”
<http://www.scientificamerican.com>, August 20, 2013

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 20 and 21 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

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

Text

The following excerpt is from the diary kept by Admiral Richard Byrd when he was alone in a hut at Bolling Advance Weather Base in Antarctica for five months in 1934, with outside temperatures reaching -83° !

5 ...As I saw the situation, the necessities were these: To survive I must continue to husband my strength, doing whatever had to be done in the simplest manner possible and without strain. I must sleep and eat and build up strength. To avoid further poisoning from the fumes, I must use the stove sparingly and the gasoline pressure lantern not at all. Giving up the lantern meant surrendering its bright light, which was one of my few luxuries; but I could do without luxuries for a while. As to the stove, the choice there lay between freezing and inevitable poisoning. Cold I could feel, but carbon monoxide was invisible and tasteless. So I chose the cold, knowing that the sleeping bag provided a retreat. From now on, I decided, I would make a strict rule of doing without the fire for two or three hours every afternoon.

10 So much for the practical procedure. If I depended on this alone, I should go mad from the hourly reminders of my own futility. Something more—the will and desire to endure these hardships—was necessary. They must come from deep inside me. But how? By taking control of my thought. By extirpating¹ all lugubrious² ideas the instant they appeared and dwelling only on those conceptions which would make for peace. A discordant mind, black with confusion and despair, would finish me off as thoroughly as the cold. Discipline of this sort is not easy. Even in April's and May's serenity I had failed to master it entirely.

15 That evening I made a desperate effort to make these conclusions work for me. Although my stomach was rebellious, I forced down a big bowl of thin soup, plus some vegetables and milk. Then I put the fire out; afterwards, propped up in the sleeping bag, I tried to play Canfield. But the games, I remember, went against me; and this made me profoundly irritable. I tried to read Ben Ames Williams' *All the Brothers Were Valiant*; but, after a page or two, the letters became indistinct; and my eyes ached—in fact, they had never stopped aching. I cursed inwardly, telling myself that the way the cards fell and the state of my eyes were typical of my wretched luck. The truth is that the dim light from the lantern was beginning to get on my nerves. In spite of my earlier resolve to dispense with it, I would have lighted the pressure lantern, except that I wasn't able to pump up the pressure. Only when you've been through something like that do you begin to appreciate how utterly precious light is.

20
25
30
35 Something persuaded me to take down the shaving mirror from its nail near the shelf. The face that looked back at me was that of an old and feeble man. The cheeks were sunken and scabrous³ from frostbite, and the bloodshot eyes were those of a man who has been on a prolonged debauch.⁴ Something broke inside me then. What was to be gained by struggling? No matter what happened, if I survived at all, I should always be a physical wreck, a burden upon my family. It was a dreadful business. All the fine conceptions of the afternoon dissolved in black despair.

The dark side of a man's mind seems to be a sort of antenna tuned to catch gloomy thoughts from all directions. I found it so with mine. That was an evil night. It was as if all the world's vindictiveness⁵ were concentrated upon me as upon a personal enemy. I sank to

¹extirpating — completely removing

²lugubrious — melancholy; sad

³scabrous — harsh or rough

⁴debauch — path of corruption

⁵vindictiveness — revengefulness

40 depths of disillusionment which I had not believed possible. It would be tedious to discuss
them. Misery, after all, is the tritest⁶ of emotions. All that need be said is that eventually my
faith began to make itself felt; and by concentrating on it and reaffirming the truth about
45 the universe as I saw it, I was able again to fill my mind with the fine and comforting things
of the world that had seemed irretrievably lost. I surrounded myself with my family and my
friends; I projected myself into the sunlight, into the midst of green, growing things. I
thought of all the things I would do when I got home; and a thousand matters which had
never been more than casual now became surpassingly attractive and important. But time
after time I slipped back into despond.⁷ Concentration was difficult, and only by the utmost
50 persistence could I bring myself out of it. But ultimately the disorder left my mind; and,
when I blew out the candles and the lantern, I was living in the world of the imagination—
a simple, uncomplicated world made up of people who wished each other well, who were
peaceful and easy-going and kindly.

The aches and pains had not subsided; and it took me several hours to fall asleep; but
that night I slept better than on any night since May 31st [several days earlier]; and in the
morning was better in mind and body both.

—Richard E. Byrd
excerpted and adapted from *Alone*, 1938
G.P. Putnam's Sons

⁶tritest — most overused

⁷despond — state of hopelessness

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

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

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

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



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

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

Part 2 Rubric

Writing From Sources: Argument

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

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

Our world is plagued by hunger and disease. Nature, itself, creates devastation: droughts and floods, extreme heat and cold. Humans pollute the air and the environment. At times our human existence seems very fragile. Some scientists believe they can solve many of these formidable problems through genetic engineering of organisms that will produce crops resistant to disease and drought, simultaneously increasing production of food to end world hunger. However, the risks and uncertainties of the unknown, future effects of GMOs make those assumptions a bitter and possible deadly consequence. Many Americans and other world citizens and governments strongly object to GMOs.

An original benefit of GMOs was to create a crop, such as corn or soybean, that was capable of producing its own pesticide (Text 1, lines 2-4). However, according to a 2009 report, "overall pesticide use ~~has~~ dramatically increased... after GM crops were introduced" (Text 2, lines 30-32). Moreover, a vicious and potentially deadly cycle has been produced: GM crops are created that are resistant to even more volatile and dangerous toxic pesticides, including one that mimics Agent Orange (Text 2, lines 36-37). Imagine eating any kind of produce with such a deadly toxin absorbed into its cells, and then imagine what these pesticides are doing to the environment. GMOs are endangering humans' very existence.

Even though some studies show that GM foods are currently safe for human consumption, there are no long-term guarantees. Everyone agrees that there is "inadequate testing and regulation" (Text 3, lines 5-6). How can America calmly allow its citizens, from infants to the elderly, to eat food whose long term health benefits are questionable,

Food that may, in fact, create allergies or diseases resistant to antibiotics? Just as crops are becoming resistant to pesticides, humans will become resistant to antibiotics, creating a horror show of virulent diseases. How can Americans allow GM foods that create risks, such as "infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues and changes in organs"? (Text 2, lines 22-23). Is there any solace in knowing there might be a meager vitamin A-enhancement in some rice and tomatoes? (Text 1, lines 63-64). The unknown ^{future} ^{negative} effects far outweigh any ^{positive} present day GM manipulation.

Even our choice to eat only organic food has been radically compromised because of GMO crops. Farmers rightly fear cross-pollination that naturally, and uncontrollably, occurs between organic and GM crops (Text 1, lines 38-41). Additionally, there is little help even choosing food free of GMOs. "The US government took the official position that GM goods... didn't require safety testing or labeling" (Text 2, lines 8-10) despite the fact that "80% of the food on grocery-store shelves already contains" GMOs (Text 1, line 20).

Plus, GMOs are routinely fed to livestock. Americans' right to know and their health are being blatantly ignored by the government.

Proponents of GMOs claim GMOs will end world hunger. David Zilberman, an economist and researcher, cites that GMOs have "raised the output of corn, cotton and soy by 20 to 30 percent" (Text 4, lines 6-7). Yet, Andrea Sonnino, "chief of research at the UN food agency, said total food production at present is enough to feed the entire global population" (Text 3, lines 31-32). Therefore, the answer to world hunger is not the creation of GMOs or an increase in crop production, with all the serious risks to the environment and the consumers, but a better, humane distribution of food to those

suffering from hunger

It is very clear, then, that GMOs harm the environment and will harm those who consume them. Any slight current benefits of some GMOs do not offset the harm of unregulated and untested GM products. The American public, unlike almost all other nations, is being blindly led down a road covered with ecological poisons and health disasters. As the line suggests in Text 2, "No Benefits, Just Risks" (Text 2, paragraph divider).

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*However, the risks and uncertainties of the unknown, future effects of GMOs make those assumptions a bitter and possible deadly consequence*). 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 (*Proponents of GMOs claim GMOs will end world hunger ... Yet, Andrea Sonnino, "chief of research at the U.N. food agency, said total food production at present is enough to feed the entire global population" ... Therefore, the answer to world hunger is not the creation of GMOs or an increase in crop production, with all the serious risks to the environment and the consumers, but a better, humane distribution of food to those suffering from hunger*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Moreover, a vicious and potentially deadly cycle has been produced: GM crops are created that are resistant to even more volatile and dangerous toxic pesticides, including one that mimics Agent Orange; Everyone agrees that there is "inadequate testing and regulation"; Farmers rightly fear cross-pollination that naturally, and uncontrollably, occurs between organic and GM crops*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 22-23 and Text 4, lines 6-7)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay by clearly establishing both the claim and counterclaim in the introduction, then providing support for the argument in four body paragraphs that challenge the possible environmental and nutritional benefits of GM crops, and ending with a conclusion that clearly reiterates the claim (*It is very clear, then, that GMOs harm the environment and will harm those who consume them. Any slight current benefits of some GMOs do not offset the harm of unregulated and untested GM products*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Our world is plagued by hunger and disease. Nature, itself, creates devastation: droughts and floods, extreme heat and cold*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Technology is constantly evolving in hopes of somehow helping the plight of mankind and easing human suffering. However, some technological advances are more controversial than others, and so begs the question of whether or not the human population is truly benefitting from these advances or if it puts humans at higher risk. One such case can be seen in the debate over production and consumption of genetically modified food and crops. Many arguments can be made for and against, but given the lack of substantial concrete evidence to make a strong case, the best solution to this issue, for the time being, is to allow for the production and consumption of genetically modified foods, but with measures of precaution taken to ensure public health safety.

Many object to genetically modified foods for the negative effects it may have on the health and well-being of both the human population and the environment. Although there is a lack of solid evidence, GMO's can potentially "create new toxins and allergens" (Text 2, lines 6-11) as well as other serious health risks, such as "infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues, and changes in organs" (Text 2, lines 22-23). Aside from the harm it could potentially pose to people, it can also

contaminate other organic plants and has only resulted in a higher use of pesticides (thereby creating higher pesticide immunity in plants and bugs), which again poses a threat to sound ecology. It holds no nutritional benefits and, for the most part, seems to benefit no parties involved aside from the chemical producers.

However, many of these negatives are only theoretical fears, as a lack of definitive research makes it difficult to say one thing or the other. The U.S. gov. argues that it's safe for consumption. ✓ GMOs were developed to have many positive effects; namely ending world hunger, lowering food prices, and accelerating food production. (Text 4, lines 4-9, Text 1, lines 10-15). It has also supposedly allowed farmers to use less pesticides (Text 4, line 6). Once more, very little is known of whether or not GMOs have actually been able to assist in any of these aspects, although the same argument can be made for the other side.

The primary issue, despite all the theoretical potential health effects, lies in the ability of Americans to choose whether or not they want to ingest these products. In the U.S., most products contain GMOs due to the genetic modification of corn, soy, and canola—all of which are heavily consumed in other products. (Text 1, ^{lines} 20-22)

Even if one wanted to avoid GMO products,

many containing GMO are not labeled and ~~is~~ some organic crops are unknowingly contaminated. (Text 1, 42-48). This means that many Americans are unaware of what they're consuming, in heavy contrast to the majority of the world, where the labeling and selling of GMO products is a serious issue (Text 4 lines 10-11) (Text 3, lines 9-13). While it may be unwise to quit while one's ahead and stunt production of GMOs due to risks that have yet to reveal themselves, it's equally risky and ill-advised to leave sales and production too unregulated if it does prove to be dangerous later on. For this reason, some Americans have decided to try to get the government to pass laws in relation to labeling (Text 3, lines 44-46).

Genetically modified products are still too early off in their stage of infancy for the world to truly know what to do with them. Only time will be able to prove whether or not these products are genuinely completely safe for public consumption, so in the mean time, it ~~is~~ certainly would not be in poor taste to take some precautions until then.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*the best solution to this issue, for the time being, is to allow for the production and consumption of genetically modified foods, but with measures of precaution taken to ensure public health safety*). 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 (*Many object to genetically modified foods for the negative effects it may have on the health and well-being of both the human population and the environment and However, many of these negatives are only theoretical fears, as a lack of definitive research makes it difficult to say one thing or the other*). The essay presents ideas fully and thoughtfully (*This means that many Americans are unaware of what they're consuming, in heavy contrast to the majority of the world, where the labeling and selling of GMO products is a serious issue*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*GMOs were developed to have many positive effects; namely ending world hunger, lowering food prices, and accelerating food production and In the US, most products contain GMOs due to the genetic modification of corn, soy, and canola – all of which are heavily consumed in other products*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 22-23) and (Text 3, lines 44-46)]. 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 introduces arguments relating to *whether or not the human population is truly benefitting from these advances or if it puts humans at higher risk*, followed by three body paragraphs and a concluding paragraph that reiterates the claim (*Only time will be able to prove whether or not these products are genuinely completely safe for public consumption, so in the mean time, it certainly would not be in poor taste to take some precautions*). The essay establishes and maintains a formal style, using sophisticated language and structure (*The primary issue, despite all the theoretical potential health effects, lies in the ability of Americans to choose whether or not they want to ingest these products*). The essay demonstrates control of conventions, exhibiting occasional errors (*advances or if it, foods ... it, enviroment, containinate*) only when using sophisticated language.

Genetically modifying food is becoming a well known topic throughout the world. Many organizations will argue that GM foods are not harmful and can help solve world problems, but there is no sufficient evidence of any positive outcomes from GM foods. Food should not be genetically modified because of the risks and the unfulfilled promises of help it has brought.

Healthy food is not obtained by inserting items into crops. "A GMO is created by injecting genetic material from plants, animals, or bacteria into a crop" (Text 1, lines 1-2). By placing genetic materials into crops, the composition of crops will be altered and could create a more harmful substance that people will consume. The reasoning behind this idea is not harmful by itself, "The idea is to make the plant resistant to insect damage and to limit the amount of harmful pesticides farmers have to spray" (Text 1, lines 4-6), but studies show "pesticide use dramatically increased - about 318 million pounds - in the first thirteen years after GM crops were introduced" ^(Text 2, lines 31-32). This shows the unsuccessfulness of the promises of GM food. Using more pesticides only increases health risks and problems with produce. The USDA claims that "... they are safe, and there have been no documented cases of illness due to consumption of GMOs." (Text 1, lines 33-34). While this would be easy to believe, people have to realize what is happening, or can happen, by injecting materials into items that they will consume. "AAEM says that there are serious health risks

associated with eating GM foods, including infertility, immune system problems, accelerated aging, disruption of insulin, and cholesterol regulation, gastrointestinal issues, and changes in organs" (Text 2, lines 21-23). Because GM foods are not labeled in stores, these risks are unknown to consumers. GM foods greatly contribute to increasing health problems. Issues with health is always a problem, but so is world hunger. The population in our world will always be increasing, so hunger will correlate with population. World hunger can be stopped without the use of GM foods. Although it has been said, "Proponents of genetically modified foods say they are safe and can boost harvests even in bad conditions..." (Text 3, lines 18-19) it has shown "...only a modest increase in yields since the 1990s" (Text 3, lines 24-25). In a long period of time if only some increase has occurred it is not very successful. GM foods are not necessary to help stop world hunger. "...total food production at present is enough to feed the entire global population" (Text 3, lines 31-32). World hunger can be stopped by smart strategizing and distribution, not by genetically modifying.

The idea of GM foods is not bad or hard to understand, but the risks and unsuccessful results make GM foods an unappealing action. Foods should not be genetically modified if there are not going to be sufficient beneficial results that are unharmed to humans.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Food should not be genetically modified because of the risks and the unfulfilled promises of help it has brought*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The population in our world will always be increasing, so hunger will correlate with population. World hunger can be stopped without the use of GM foods*) and to distinguish the claim from alternate or opposing claims (*The USDA claims that “... they are safe, ... While this would be easy to believe, people have to realize what is happening, or can happen, by injecting materials into items that they will consume*). The essay presents ideas fully and thoughtfully (*Many organizations will argue that GM foods are not harmful and can help solve world problems, but there is no sufficient evidence of any positive outcomes from GM foods*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*The reasoning behind this idea is not harmful by itself, “The idea is to make the plant resistant to insect damage and to limit the amount of harmful pesticides farmers have to spray” ... but studies show “pesticide use dramatically increased – about 318 million pounds – the first thirteen years after GM crops were introduced”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 1-2*) and (*Text 2, lines 21-23*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph that establishes the claim and counterclaim. Each of the three supporting paragraphs addresses an aspect of the counterclaim and then refutes it (*Although it has been said, “Proponents of genetically modified foods say they are safe and can boost harvests even in bad conditions” ... it has shown “...only a modest increase in yields since the 1990s”*). The conclusion appropriately sums up the essay (*Foods should not be genetically modified if there are not going to be sufficient beneficial results that are unharmed to humans*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*By placing genetic materials into crops, the composition of crops will be altered and could create a more harmful substance that people will consume*). The essay demonstrates control of the conventions, exhibiting occasional errors (*amout, Issues with health is, genetically modifying.*) only when using sophisticated language.

A considerable amount of food purchased at local supermarkets is already genetically modified. Is this process safe, one might ask? This issue has become a concern for many as the public becomes more aware of this process. However, scientists have proven that humans do not ingest any of the materials used to modify these plants. Therefore, food should be allowed to be genetically modified.

The plants in question ~~can be~~ are called GMOs (Genetically Modified Organisms). One positive aspect is that a genetically modified organism is said to be "capable of producing its own pesticide." (Text 1, lines 3-4) If crops are able to create their own protection from insects, then less pesticides will have to be used on farms. Pesticides can be harmful to humans. A farmer would be safer if he or she does not have to spray toxic material in the air and on the plants. If airborne, these toxins have the ability to harm humans. From one's understanding of biology, one knows that pesticides sprayed can also get into drinking water which is also harmful to individuals. Overall, pesticides that are sprayed can be extremely dangerous, but if these GMOs produce their own pesticide, then that threat is gone (Text 1, lines 1-9). "It has increased farmer safety by allowing them to use less pesticide." (Text 4, line 1).

In addition, genetically modified plants have no effect on the human body. These foods are completely safe to eat. "GM corn and soybeans are often used

in livestock feed, though there's no evidence that GMOs show up in your steak or chops." (Text 1, lines 29-31)

Modified food is safe for both animals and humans.

There is not a risk of digesting one completely because "Scientists have never found genetic material that could survive a trip through the human gut and make it into cells." (Text 4, lines 24-25) Therefore, genetically modified food should be able to be produced because it has no harmful effects on humans or animals.

Finally, through the production of genetically modified organisms, one can essentially end world hunger. With the rising population there will be more people in the world born into families that cannot afford food. These GMO foods have the ability to "boost harvests even in bad conditions." (Text 3, lines 18-19) Even if a certain country had a bad environment for growing crops, enough will be produced to supply food to other countries that do not have the necessary resources to do so. One could say that this will "be essential to meeting the needs of a booming population in decades to come and avoid starvation." (Text 3, lines 20-21)

If food was able to be genetically modified, it would have the potential to help many starving adults and children.

On the other side, some people are afraid of any potential effects of modified food. "Based on animal research with GM foods, the American Academy of Environmental Medicine (AAEM) says that there are serious health risks associated with eating GM foods, including infertility,

immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues and changes in organs." (Text 2, lines 19-23)

One could agree with this statement. If one does not know exactly what one is eating there could be concern about about harmful effects. However, if those modified foods were labeled, one would know what he/she is buying. If the food is fine, does not harm you, and is clearly labelled "modified food," one's fear and stress should be relieved. Many other scientists have found "no ill health effects." (Text 3, line 4) to be associated with these types of food. The labeled food should give the consumer peace of mind and will cause them to feel safer and approve genetically modified food.

In conclusion, foods should be able to be genetically modified. These foods do not harm humans or animals based upon the facts and evidence provided. The rate at which these foods are produced can allow all people together to stop world hunger. Overall there are many more positive reasons to support genetically modified food plants than there are negatives.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*However, scientists have proven that humans do not ingest any of the materials used to modify these plants. Therefore, food should be allowed to be genetically modified*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*If the food is fine, does not harm you, and is clearly labelled “modified food,” one’s fear and stress should be releaved*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*If crops are able to create their own protection from insects, then less pesticides will have to be used on farms and These GMO foods have the ability to “boost harvests even in bad conditions”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, lines 18-19) and (Text 2, lines 19-23)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a claim, followed by three paragraphs supporting the claim and one paragraph addressing the counterclaim, and concluding with a reiteration of the introductory claim (*In conclusion, foods should be able to be genetically modified. These foods do not harm humans or animals based upon the facts and evidence provided*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Finally, through the production of genetically modified organisms, one can essentially end world hunger*). The essay demonstrates control of the conventions, exhibiting occasional errors (*completly, population there, nescicary, potential, releaved*) only when using sophisticated language.

The Genetic Modification of food has been scientifically backed up by several credible organizations stating GMOs pose no real threats. All opinions and reasons that say otherwise are only theoretical.

There ~~are~~ is no documentation proving that GMOs are unsafe. The FDA, USDA, prominent scientific and science organizations have all regarded GMOs as being safe and presenting no real health risks. Eighty-percent of food we already find in the grocery store contains some ~~of~~ ingredients that are genetically modified (Text one, lines 20-21) A plant molecular biologist, Goldberg, says "we've been eating this stuff for years, and there has been no illness directly related to the consumption of GMOs (Text four, lines 28-29). We've all already consumed a genetically modified food at some point in our lives, no matter how natural we try to eat and that's a fact of life. GMOs are unavoidable in our modern world and since they have not been proven to cause damage to our bodies, there is no reason to avoid them.

All worries that have been presented by anti-GMO activists are only theoretical "what ifs" that have no scientific data to back them up. Until further research is done and there is proof of the negative long-term affect on GM consumption it's safe to say, don't fret. Gregory Jaffe ^{being} mentioned in Text 4, line 41, gives the article its title. He is a well known director of biotechnology that agrees "Recent GM crops are safe to [be] eat [en]."

There are actually several benefits to the production of GM crops. One being the chance at having more nutrient rich foods than ever. Vegetables are being produced with cancer-fighting antioxidants, fewer or now saturated + trans fats and other increases in vitamins that are significant (Text 1, line 63). It has also been pointed out by GM activist Mark Lynas that the only records of food disasters has been from those of non-GM origin (Text 4, line 34).

Aside from that the production of GM ~~food~~^{crops} could be beneficial to combatting world hunger in years to come. Because the world's population is predicted to increase by 2 billion people, we will need to find new ways to produce enough, safe food for everyone - especially those that are already going hungry. To be able to meet the needs of booming populations, we will need the drought-resistant, pest resistant crops that are already being proposed (Text 3, line 20) with GM crops. There will be less losses in the future concerning necessary crops + food will be available at lower costs for starving nations (Text 3, line 24).

~~It has been~~ ~~read~~ ~~that~~ Americans have eaten genetically modified foods for decades before even knowing about the practice of genetic modification (Text 3, line 29). The benefits of GM crops greatly outweigh the risks and the use of them would not cease, as they could bring about many positive outcomes for our growing future.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*The Genetic Modification of food has been scientifically backed up by several credible organizations stating GMOs pose no real threats. All opinions and reasons that say otherwise are only theoretical*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*GMOs are unavoidable in our modern world and since they have not been proven to cause damage to our bodies there is no reason to avoid them*) and to distinguish the claim from alternate or opposing claims (*All worries that have been presented by anti-GMO activists are only theoretical “what ifs” that have no scientific data to back them up*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*The FDA, USDA, prominent scientists and science organizations have all regarded GMOs as being safe and presenting no real health risks and to be able to meet the needs of booming populations, we will need the drought-resistant, pest resistant crops that are already being proposed*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, although multiple, as opposed to single, line numbers would make the citations more exact [(Text one, lines 20-21) and (Text 3, line 24)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay with an introduction that establishes the claim and counterclaim, four body paragraphs that build support for the argument, focusing on GMO’s prevalence, apparent safety, benefits, and importance in *combating world hunger*. The conclusion summarizes the essay by pointing out how *the benefits of GM crops greatly outweigh the risks and the use of them should not cease, as they could bring about many positive outcomes for our growing future*. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Americans have eaten genetically modified foods for decades before even knowing about the practice of genetic modification*), although sometimes imprecise (*affect* for “effect”, *now* for “no”, *million* for “billion”). The essay demonstrates control of the conventions, exhibiting occasional errors (*crops. One; signifigant; records ... has been; Aside from that the*) only when using sophisticated language.

Every day, researchers are discovering new ways to do things and making significant advances in the science field. Many of these scientists are using their expertise to alleviate ~~most~~ problems that are widespread, like world hunger. This is how GMOs, or Genetically Modified Organisms came about. But people remain apprehensive like myself. I am of the opinion that GMO's can be beneficial to a certain extent, but overall our lack of knowledge should be carefully observed when promoting the distribution of GMOs.

People who promote it, ~~like the~~ ^{mentioned in} ~~author~~ ⁱⁿ text 1 ~~argue~~ and text 3 argue mostly that the benefits outweigh the little, if non-existent risks. A major benefit is ~~the~~ ^{its} usefulness in combating world hunger. In text 1, lines 12-13 it states, "Some GMO supporters say that both applications are necessary to help feed a growing population, especially in poor countries where famine and drought are common." Although there is some doubt, this seems like a logical solution to an underproduction problem. Also, the risk of the food itself has been reviewed by major ^{organisations} ~~institutions~~ like the FDA and the WHO. In text 3 lines 3-4, it is explained, "The FDA generally recognized these foods as safe, and the World Health Org. has said no ill effects have resulted on the international

market." Opponents like myself feel that ~~the~~ ^{we} ~~risks~~ ^{are} too uncertain of the risks to fully implement GMOs into our diets. In text 2 lines 21-23 it says that the AAEM says serious health risks have been connected to ~~the~~ consumption of GMOs. While this may or may not be true, what is certain is that we don't know the long term effects. Serious gastrointestinal diseases could occur as a result, as well as other digestive diseases. I also feel if we must have GMOs, it should be mandatory to label them. According to text 2 lines 8-11, GMOs have to be labeled by law in 40 different countries. It is important that people know ~~use~~ the potential risks before consuming products that not much is known about. In conclusion, ~~the~~ ^{advances} in science happen every day as researchers try to find scientific solutions to age-old problems. The usage of GMOs to alleviate these problems ~~as ever~~ have been debated with great ~~with~~ on a worldwide scale, and no one truly knows if the benefits outweigh the risks. Only through truthful, ~~ce~~ thorough and careful observation will we come to the proper conclusion on GMOs and answer the question, "Should food be genetically modified?"

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*GMO's can be beneficial to a certain extent, but overall our lack of knowledge should be carefully observed when promoting the distribution of GMOs*). 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 (*People who promote it, mentioned in text 1 and text 3 argue mostly that the benefits outweigh the little, if non-existent risks*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Serious gastrointestinal diseases could occur as a result, as well as other digestive diseases and According to text 2 lines 8-11, GMOs have to be labeled by law in 40 different countries*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 1, lines 12-13 and In text 3 lines 3-4*) although some quotes are inaccurately copied. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states the claim, one paragraph that addresses the counterclaim, one paragraph that supports the claim, and a conclusion that restates ideas from the opening paragraph (*In conclusion, advances in science happen every day as researchers try to find scientific solutions to age-old problems*). The final two paragraphs are not conventionally formatted, but are indicated by a gap between the final word of the previous paragraph and the first word of the following paragraph. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Many of these scientists are using their expertise to alleviate problems that are widespread, like world hunger*). The essay demonstrates control of conventions, exhibiting occasional errors (*Organisms came about, not much is know, The usage ... have been debated*) only when using sophisticated language.

Food should be genetically modified because it poses almost no risks and leads to the use of fewer pesticides and more nutritionally-dense foods. This claim differs from that of people that believe food should not be genetically modified because it is supported by empirical research and many educated people who have based their views upon critical analysis of data regarding GMOs. For example, people that are against genetically modified foods because they believe that the health risks associated with GM foods include infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues, and changes in organs, which is stated in Text 2, lines 21-23. However, these conclusions are drawn from animal research with GM foods and it is invalid to extend these conclusions to humans because there have been no illnesses recorded due to GMO foods. The illnesses present in animals may be due to other variables but it is impossible for researchers to be certain because

animals cannot use language to state their concerns. As stated in Text 1, lines 5-6, GM genetic modification makes plants more resistant to insect damage and limits the amount of harmful pesticides farmers have to spray. This claim is also supported by Text 2 in lines 4-5. These ~~per~~ lines state that genetic modification makes crops tolerant to herbicides and makes crops that produce their own insecticides. This can be of tremendous benefit to ~~both~~ consumers, crops, and ~~farmer~~ the environment because it decreases the degree to which plants are infested by harmful pesticides that can ~~be~~ toxic to consumers.

The degree to which genetically modified foods are harmful is doubtful. As stated in Text 3, line 7, it an assertion is made that suggests that genetically modified foods can increase the prevalence of allergies or diseases that are resistant to antibiotics. However, the passage even

acknowledges the weakness of this statement as he states that there is no scientific evidence to support such a claim. In Text 1, lines 32-33, it is ~~supported~~^{stated} that federal agencies like the U.S. Food and Drug Administration and the U.S. Department of Agriculture see no health risks that result from GM foods.

Genetically modified food can tremendously benefit consumers as it can add nutrients to foods that otherwise had no nutrients. For example, in text 1 lines 59-60 large amounts of Vitamin C have been added to corn as the amount of lycopene in tomatoes has been increased. I also believe that food should be genetically engineered because although it may not solve the problem of international hunger, it can ~~increase~~^{increase} the amounts of produced crops in the world which will eventually decrease world hunger. Genetic modification of food poses no threats to the

Anchor Paper – Part 2 – Level 4 – B

consumers and it increases the resilience
of crops while ^{giving} ~~adding~~ ^{them} nutrients.
~~Genetic engine~~ modification should
be adopted into all countries.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*Food should be genetically modified because it poses almost no risks and leads to the use of fewer pesticides and more nutritionally-dense foods*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*This claim differs from that of people that believe food should not be genetically modified because it is supported by empirical research and many educated people who have based their views upon critical analysis of data regarding GMOs*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*This can be of tremendous benefit to consumers, crops, and the environment because it decreases the degree to which plants are infected by harmful pesticides that can be toxic to consumers*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material (*supported by Text 2 in lines 4-5 and stated in Text 3, line 7*). While the evidence used from Text 2, lines 21-23 is properly cited, the copied evidence (*infertility, ... changes in organs*) is not indicated by quotation marks. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states a claim and a counterclaim and discusses specific advantages of GM crops. The body paragraph addresses a second counterclaim (*The degree to which genetically modified foods are harmful is doubtful*) and the concluding paragraph discusses benefits of GM crops for consumers, closing with a summation (*Genetic modification of food poses no threats to the consumer and it increases the resilience of crops while giving them nutrients*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*However, these conclusion are drawn from animal research with GM foods and it is invalid to extend these conclusions to humans because there have been no illnesses recorded due to GMO foods*). The essay demonstrates partial control, exhibiting occasional errors (*GMOs. For example, people ... in Text 2, lines 21-23; assertion; as he states; scientific*) that do not hinder comprehension.

The United States started with the first thirteen colonies and little by little began to expand. Now the world's population is seven billion and counting. We've gotten so huge as a nation due to our worldwide increase food is among ~~some~~ the things that are highly demanded. Yet, in order to feed a large crowd we need sufficient food which was made possible by Genetically Modified Organisms. These organisms help us make food quicker, but it really deteriorates us slowly. Food shouldn't be genetically modified because of inadequate testing and regulations that pose a threat to humans health.

The biggest concern about GMO's is the fact that the public is unaware of how it's in the majority of our foods. Some health risks associated with eating GM foods involve immune system problems, accelerated aging, and changes in organisms. ~~Text 2, lines 21-22~~ (Text 2, lines 21-22). This is extremely concerning to the public because one's food should be tested to make sure one does not get sick. Covertly, before allowing companies to practice genetically engineering foods, the FDA told the United States about the negative

outselves and the government ignored them and allowed these companies to continue. These never before seen foods can create new toxins and allergens whose safety is yet to be tested (Text 2, line 6-8).

The good news is that there are some people taking ~~advantage of~~ matters into their own hands. Maine and Connecticut have ~~banned GMS from their state~~ passed laws to label these types of foods (47-48, Text 3).

Also, in Europe they have banned GM food that due to the health risks associated with them (12-14, text 3). Yet, they only allow things like ~~corn~~ soy for animal ~~to~~ feed.

~~Although~~, many scientists may argue that GMO's have a clean record, ~~they are wrong~~. This is due to the fact that no illnesses have been reported from GMO's (31-32, Text 4). ~~They~~ Experts also argue that these genetically engineered foods will help cure world hunger, (Text 3, 31-32). Yet, I disagree. The world is still starving, specially

in Africa. The problem is that the food isn't getting distributed properly. These companies are also not doing anything to benefit the consumers, but instead they're doing it to benefit themselves.

The point is that GM foods are doing more damage than fixes. People are ~~still~~ becoming increasingly more obese and more health issues are rising. The people should at least be warned that they are consuming these types of foods. Our government is in a constant battle when it comes to healthcare, but maybe they should stop these types of productions to avoid the spending.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*Food shouldn't be genetically modified because of inadequate testing and regulations that pose a threat to humans health*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims [*Many scientists may argue that GMO's have a clean record and Experts also Argue that these genetically egineered foods will help cure world hunger, (Text 3, 31-32). Yet, I disagree*]. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Also, in Europe they have banned GM food due to the health risks associated with them*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(*Text 2, lines 21-2*) and (*Tex 2, line 6-8*)], although in some citations, text and line numbers are reversed [(*47-48, Text 3*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay. The essay has an introduction about the worldwide demand for food, two body paragraphs supporting the claim, a third body paragraph addressing the counterclaims, and a conclusion summing up various problems with GM foods (*The point is that GM foods are doing more damage than fixes*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Due to our worldwide increase food is among the things that are highly demanded, This is extremely Concerning to the public, who's for "whose", their for "they're"*). The essay demonstrates partial control, exhibiting occasional errors (*organisms help ... but it, humans health, GMO's ... how it's in*) that do not hinder comprehension.

Foods and produce should not be changed using genetically modified organisms. There has not been enough studies to be certain that GMO foods are safe for human consumption. Some studies have shown GMOs do not have the benefits they claimed to have, containing potential health risks and a chance that they do not increase yield. GMOs also pose a major risk of contaminating other non-GMO food sources.

In Text 1 lines 41-42, a negative stated about GM produce is that eventually insects could become resistant to the insecticides. If we continue to use similar methods of getting rid of insects they will eventually become immune to all forms of repellents. Then as a direct result crops and produce would fail.

Another negative is a human related problem with GMOs. GMOs have not been studied enough for it to be ascertained that they pose no health risk. In Text 3 lines 6-7, medical professionals worry that the consumption of GMO modified foods may lead to people being prone to anti-biotic resistant illnesses, or allergies. In animal trials in Text 2 lines 21-23, several GM related problems included infertility, immune system problems, accelerated aging, disrupt of insulin and cholesterol regulation, gastrointestinal issues and changes in organs.

The creation of GMO food is against

What grows naturally in nature. Concerns could be cross-contamination of crops that are organic. When dealing with gmo's you are also facing the chance of new allergy developments.

Gmo's also have not been tested enough so it is still unsure if gmo's are safe for human consumption. Also instead of altering the crops there are naturally occurring bacteria that do combat damage from insects without changing the crop itself. Studies have not been conducted enough though, to tell a consumer if gmo's are safe or not.

In the end it is up to the consumer whether gmo altered goods should be produced and labeled or not. If a customer does not want gmo altered goods they could always produce their own. Gmo's alter the DNA of produce we consume and studies have yet to prove they are 100% safe for consumption by people.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*Foods and produce should not be changed using genetically modified organisms*). The essay demonstrates some analysis of the texts (*There has not been enough studies to be certain that GMO foods are safe for human consumption*), but insufficiently distinguishes the claim from alternate or opposing claims. There is no reference to an opposing claim. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*eventually insects could become resistant to the insecticides* and *Concerns could be cross-contamination of crops that are organic*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. Paragraphs 2 and 3 contain citation of sources (*Text 1 lines 41-42*); however, paragraphs 4 and 5 do not contain any citation of sources. The essay fails to use quotation marks around direct quotes (*infertility ... organs*). The essay exhibits some organization of ideas and information to create a mostly coherent essay with a clearly stated introductory paragraph, four body paragraphs of varying length, and a conclusion that reiterates the claim (*GMOs alter the DNA of produce we consume and studies have yet to prove they are 100% safe for consumption by people*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*The creation of gmo food is against what grows naturally in nature* and *When dealing with gmo's you are also facing the chance of new allergy developments*). The essay demonstrates partial control, exhibiting occasional errors (*has not been enough studies, insects they, result crops, ascertained, occurring*) that do not hinder comprehension.

I believe that it is right to genetically alter foods. Much of the food is no risk to the public. The food can be modified to help poorer countries and can reduce some problems within the farms.

So far many people have declared that these foods altered by genetics are safe for the public to handle. Many people including government agencies believe the the food is safe for consumption. The USDA claims that there have been no reports of illnesses or health risks due to the plants alteration. (text 1, lines 32-33)
Much of the genetically altered food has been around for years and has not shown any major health concerns. They have been used in international markets all over the world and yet no major illnesses have been detected by the World Health Organization. (text 3, lines 2-4)

If top government organizations say that it's safe, then we must assume that it's safe for the common people as well.

Thanks to genetically altering food we have had some successes. Now, since the plants can make their own pesticides, we do not need to spray the crops with chemicals. The plants can be safe and the farmers don't have to worry. (text 1, lines 1-8) It has now become easier to work with, now because the plants can fend off insects and weeds without any help at all. (text 1, line 7-8) Now since the food has been modified it can adapt. It is said that the plants can be modified to work even in conditions like drought. (text 3, lines 17-20) Though it will take time for these plants to grow, but with time, it could even help with the hunger problem. And they have even been called safe to use by the

World Health Organization. In addition, the foods have also been known to produce much more vitamins than in its original state and can produce more food faster. (text, lines 58-62) With all these advantages, we can not just ignore something that could help us in the future.

With all the health benefits, it's no wonder why we are now altering food. And now we can modify them to make their own pesticides so they can defend themselves without any human intervention. And with the right amount of time, maybe this can help the world. Genetically altering food is great, it's starting to benefit the people of the world.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*I believe that it is right to genetically alter foods*). The essay demonstrates some analysis of the texts (*The food can be modified to help poorer countries and can reduce some problems within the farms*), but insufficiently distinguishes the claim from alternate or opposing claims. The essay fails to mention an alternate or opposing claim. The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*The USDA claims that there have been no reports of illnesses or health risks due to the plants alteration* and *Now, since the plants can make their own pesticides, we do not need to spray the crops with chemicals*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 3, lines 2-4)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with a clearly stated introductory paragraph, two detailed body paragraphs, and a conclusion (*With all the health benefits, it's no wonder why we are now altering food*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*If top government organizations say that it's safe, then we must assume that it's safe for the common people as well*) although at times is imprecise (*their* for “there” and *it's* for “its”). The essay demonstrates partial control, exhibiting occasional errors (*food we; no become; with, now; can adapted*) that do not hinder comprehension. This essay must be scored no higher than a Level 3 since it addresses fewer than the three texts required.

Most of the Gmo's may be safe in Scientists eyes. But for others like me we prefer our vegetables to be safe. People don't want to eat something that has been experimented on they want something safe and healthy. Like it says 80 percent of store sellve crops contain atleast some ingredients made from altered genes (text I, lines 20-21). Which is outrageous because it could have long term effects on our lives. AAEM says GM can cause infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues, and changes in organs (text II, lines 20-23). No one wants these problems to occur in their lives. America has enough health problems as there is. In Europe they largely ban genetically engineered foods and has a strict requirement of labeling them (text III, lines 12-13). Which is good because they have very little health issues compared to the US concerning food. Which is why I think we should follow their foot steps and become healthy again.

Anchor Level 3–C

The essay introduces a claim (*But for others like me we prefer our vegetables to be safe*). The essay demonstrates unclear analysis of the texts (*No one wants these problems to occur in their lives. America has enough health problems as there is.*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*80 percent of store selve crops contain atleast some ingredients made from altered genes* and *In Europe they largley ban genetically engineered foods and has a strict requirement of labeling them*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. Sources are cited (*text III, lines 12-13*) but there are no quotation marks around direct quotes (*like it says 80 percent ... altered genes* and *infertility ... in organs*). The essay exhibits some organization of ideas and information to create a mostly coherent essay. However, the essay contains only one paragraph that includes a brief introduction, three examples from three different texts and a brief conclusion (*Which is why I think we should follow their foot steps and become healthy again*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*People dont want to eat somthing that has been experimented on they want somthing safe and healthy*). The essay demonstrates emerging control, exhibiting occasional errors [*like it says; genes (text I, lines 20-21). Which is outragious; insuline; In Europe they largley ... and has; com pared*] that hinder comprehension.

The use of these genetic supplements or sprays ~~are~~ are not necessarily bad. If there being used then our crops are staying fresh and keeps bugs out and away from the crops. Farmers will sell more product because more will be fresh. In text 3, lines 1-2 states that the spray is fine for human consumption. In text 1 it states that animals have it in their food as well. This is not causing any harm to humans or animals so why not use it. On the opposing side it has bacterias and viruses inside of it that can make people or animals sick. The supplement should be changed to be safer and not cause such harm / sickness to human and animals.

Anchor Level 2–A

The essay introduces a claim (*The use of these genetic supplments or sprays are not nassicarly bad*). The essay demonstrates unclear analysis of the texts (*If there being used then our crops are staying fresh and keeps bugs out and away from the crops*) and briefly distinguishes the claim from alternate or opposing claims (*On the opposing Side it has bacteria's and viruses inside of it that can make people or animals sick*). The essay presents ideas inconsistently (*This is not causing any harm to humans or animals so why not use it* and *The supplment should be changed to be safer and not cause such harm / sickness to humans and animals*), in an attempt to support analysis, making use of some evidence that may be irrelevant. The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with paraphrased material (*text 3, lines 1-2* and *In text 1*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by using only one paragraph that includes a claim, brief supporting statements in favor of the claim, a confused counterclaim, and no conclusion. The essay lacks a formal style (*In text 1 it states that animals have it in their food as well*), using some language that is imprecise (*If there being used*). The essay demonstrates emerging control, exhibiting occasional errors (*supplments, The use of these ... are, nassicarly, staying fresh and keeps bugs, bacteria's*) that hinder comprehension.

In our world today compared to the 1800 and 1900s our population has increased a lot which cause hunger and starvation. Scientist came up with a way that could help fight it in which my opinion I disagree on this invention is called Gmo which stands for Genetic material that is from plants animals and bacteria in which scientist think this would bring us a new trait to make crop's grow.

In the text Gmo lol it explains the type of food that Gmos are in and these type of food's are very popular - I disagree with it because this new invention kills organic and natural plants which isn't good. It also said that Gmo helps fight cancer.

Gmo in my opinion is not healthy because over long term it has been proven to what it could do. In text 2 it also says that over a period of time we can start having problems with our immune system. It also says many health problems that we have from our body today is from the Gm products which doctor's say is not healthy.

Anchor Level 2–B

The essay introduces a claim (*my opinion I disagree on this invention*). The essay demonstrates an unclear analysis of the texts (*I disagree with it because this new invention kills organic and natural plants which isn't good*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently, in an attempt to support analysis, making use of some evidence that may be irrelevant (*It also said that GMO helps fight cancer*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In the text GMO 101, In text 2*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by introducing a claim in the first paragraph followed by two brief, confusing paragraphs in which the claim is restated in each paragraph. The essay does not have a conclusion. The essay lacks a formal style, using some language that is imprecise (*in which my opinion I disagree and it has been proven to what it could do*). The essay demonstrates a lack of control, exhibiting frequent errors (*1800 and 1900s our, which cause hunger, Scientiest came, Gentic, plants animals and bacteria, crop's grow, GMO 101 it, products which doctor's say is*) that make comprehension difficult.

In today's society GMO's have had an effect on the way we live our every day lives. GMO's may have had a harmful effect on the growth of humans but in some cases it may have a positive effect. I think in today society we should think about what we are doing and how we could be harming the environment. To me I feel that food should not be genetically modified because if it was meant to be, it would have already been in the plants. Society has made a change for the worse with putting over 80 percent of our foods with GMO's in them on the shelves for us to eat. This shows us that certain scientists believe that it is ok to help the crops grow to survive. The passages that I have read lead me to believe that people have different opinions on the way the food is being produced and made.

Anchor Level 2-C

The essay introduces a claim (*To me I feel that food should not be genetically modified*). The essay demonstrates an unclear analysis of the texts (*If it was meant to be, It would have already been in the Plants*), failing to distinguish the claim from alternate or opposing claims. The final sentence of the essay alludes briefly to a counterclaim (*The passages that I have read lead me to believe that people have different opinions on the way the food is being produced and made*). The essay presents little evidence from the texts (*Society has made a change for the worse with putting over 80 percent of our foods with GMO's in them on the shelves for us to eat*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay is one paragraph of loosely related ideas about the positives and negatives of GMO's (*GMO's may have had a harmful effect on the growth of humans but in some cases it may have a positive effect*). The essay states a claim that is not supported with evidence from the text and concludes with an opinion on the subject. The essay lacks a formal style, using some language that is imprecise (*To me I feel* and *it is ok to help the crops grow to survive*). The essay demonstrates a lack of control, exhibiting frequent errors (*today's society, Lifes, in today society, enviroment, To me I, ment, allready, belive, opions*) that make comprehension difficult.

Anchor Paper – Part 2 – Level 1 – A

In our society genetically modified food can be found ~~in~~ almost anywhere. In our fast food restaurants, supermarkets, food stands, and so forth. They can be good for production and ~~some~~ amount purposes. They can be bad for health purposes.

Anchor Level 1-A

The essay introduces a claim (*They can be good for production and amount purposes. They can be bad for health purposes*), but does not demonstrate analysis of the texts. The essay presents little evidence from the texts (*In our society genetically modified food can be found almost anywhere*) and does not make use of citations. The essay is minimal, making assessment of organization and style unreliable. The essay is minimal, making assessment of conventions unreliable.

I dont think GMO's are good for you, or babies. Sure they should lable them in the store lik it said in passage 3, but people will do what they want in this crazy world we ~~live~~ live in today. Like if people are going to give something or do something it better have a purpose or a point. Mm What even is a GMO? I don't know, ~~and~~ maybe its in chickens or yogert or that American cheese made by Kraft, or oreos thoes aren't good for you and there delicious so probably in them, like section one said GMO's ~~are~~ are sometimes good but there are positive and negative effects. GMO's might kill bacteria in food like ecoli, from another country. Ecoli isn't a fun thing to have, don't drink the water. ~~the water is clean and safe to drink. GMO's are not important or good.~~ That's why GMO's are not important or good.

Anchor Level 1–B

The essay introduces a claim (*I dont think GMO's are good for you, or babies*) and demonstrates confused analysis of the texts (*GMO's might Kill bacteria in food like ecoli, from another country*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts (*like section one said GMO's are sometimes good but there are positive and negative effects*) and demonstrates little use of citations (*lik it said in passage 3*). The essay exhibits little organization of ideas and information, consisting of one paragraph of loosely connected ideas. The essay uses language that is predominantly inappropriate (*this crazy world; maybe its in chickens; there delicious so probably in them, like; Ecoli isn't a fun thing to have, don't drink the water*). The essay demonstrates a lack of control, exhibiting frequent errors (*you, or babies; lable; today. Like; something it; yogert; oreos thoes; have, don't; Thats*) that make comprehension difficult. The essay is a personal response and makes little reference to the texts and can be scored no higher than a 1.

In many cases, Scientists constantly argue if Genetically Modified foods are safe or dangerous. A GMO (Genetically Modified Organism) is created by injecting genetic materials from plants, animals, or bacteria into a crop in hopes of creating a new and beneficial trait. The idea was to make the plants resistant to insect damage and to limit the amount of harmful pesticides farmers would have to spray. Based on my reading of the four texts, I state in my opinion that foods should be genetically modified. There are more advantages of GMOs than disadvantages.

Some of the advantages of GMOs is that it makes the plant resistant to insect damage. Also, according to GMOs 101 (Text 1), lines 10 and 11, it states "Researchers are also using the technology experimentally as a way to nutritionally enhance fruit and vegetables." It is an advantage because it will give the consumers enough vitamins and nutrition that they need to be healthy. In the same passage (Text 1), lines 12-13, it states "Some GMO supporters say that both applications are necessary to help feed a growing world population, especially in poor countries where drought and famine are common." Not only would GMOs increase nutrition in fruits and vegetables but also decrease the amount of famine and drought in poor countries.

Although you have great reasons on how Genetically Modified Organisms are helpful to consumers, they have more risks than benefits. According to Text 2: GMO Reality Checks, from line 21 to 23, it states "...there are serious health risks associated with eating GM foods, including infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues and

changes in organs." These risks from consuming GM foods can be fatal or very harmful. Not only can it affect adults but children also, including babies. In result, GM foods being sold can lead to an increase in deaths. Furthermore, in the same passage (GMO Reality Check), lines 27-29, it states, "Genetically modified crops pose risks to the environment, too, including the serious threat of GM seeds spreading to and contaminating both organic and conventional crop fields." This proves not only do the GMOs affect consumers badly but also damages the environment.

Even if GMOs have major risks, what product in the world doesn't? There are still plenty of benefits regarding Genetically modified foods. Stated in Text 4: The Truth About Genetically Modified Food, line 6, it states "It has increased farmer safety by allowing them to use less pesticide..." Therefore, Genetically Modified Organisms have influence on the economic issues. Also, stated in Text 1, lines 33-34, it states "... there have been no documented cases of illness due to consumption of GMOs." In that case, GMOs are totally safe to consume with no side effects.

In Conclusion, I agree that foods should be genetically modified because it has so many benefits including more nutrition and vitamins in fruits and vegetables. There were no cases of illness due to the consumption of GMOs. Also, Genetically Modified Organisms can reduce the amount of famine and drought in poor countries.

I believe that food should be genetically modified, even though there is or could be a downside. However, the upside ~~is~~ outweighs the downside, because of the progress or positive traits that can come from this. The downside, is that farmers might not be able to keep up the isolation of organic foods, which could ~~bring~~ bring about dishonesty from the farmers themselves. Yet, so far there hasn't been any illness or environmental damage, told the FDA, USDA and Allison Snow. Although text 2 line 19-23, show that the AAEM say that there are ~~all~~ health risks that are unknown. This might be true, but ^{many} as said in text 1 line 35, that the American Medical Association is going to encourage ongoing research because there hasn't been any documented illness. Also, in text 3 line 1, 2, studies ~~do~~ do show the genetically modified foods are safe for human consumption.

(Text
1
Line
38, - 41)

There is a major upside in genetically modified food, as said in text 3, and text 1, that it can help bring to end world hunger. Now how can ~~anyone~~ anyone not want to push for that. Even with the risks at ~~the~~ hand which haven't been ~~found~~ found in anyone, the possibility of maybe stopping world hunger is much more important. That is why ~~as~~ the ~~testing~~ testing and developing of genetically modified foods must move on and make progress rapidly.

For the past 13 years or so, GMOs have been produced in the United States, and most people are unaware that this is happening. GMOs are genetically modified organisms that have been injected with DNA from different plants or bacteria to increase food production and produce stronger, healthier crops. This sounds positive, but GM foods have many health risks, produce negative environmental changes and cannot solve the ever-increasing problem of world hunger. Therefore, crops should not be genetically modified.

Corn that has been modified to produce its own pesticide and rice that has more Vitamin A sounds too good to ~~be~~ be true. According to "the US Food and Drug Administration, along with its counterparts in several other countries ... GM crops pose no unique health threats" (Text 4, lines 44-46). Even ~~the~~ the American Medical Association agrees. They aren't completely wrong because "not a single verified case of illness has ever been attributed to the genetic alterations" (Text 4, lines 31-32). Yet the American Academy of Environmental Medicine has found ~~some~~ serious health risks - "infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues and changes in organs" (Text 2, lines 21-23). Even the FDA worries that new allergens and ~~toxin~~ toxins could come about as a result ~~of~~ (Text 2, lines 6-7). Even more alarming is the fact that no one know the long term effects of eating GMOs. To make matters even more dangerous is the fact that "about 80 percent of the food on grocery-store shelves already contains at least some ingredients made from altered genes" (Text 1, lines 20-21) and the US government does not require companies to label their products appropriately.

GMO crops are not grown in isolation. A farmer who prides

himself on growing only organic products can have entire fields jeopardized by GMOs simply through cross pollination (Text 1, lines 38-41). Another negative issue concerns crops that create superweeds, or "weeds that are able to adapt to and withstand typical herbicides" (Text 2, lines 34-35). The alarming solution to superweeds is to create even more toxic chemicals. This destructive pattern will never end, clearly GMOs are hurting the environment.

Millions of people throughout the world die from malnutrition. Proponents of GMOs cite that GMOs have "raised the output of corn, cotton and soy by 20 to 30 percent" (Text 4, lines 6-7). However because of the inherent dangers of GMOs, most of the world bans them. Instead of eating crops whose long-term health issues are potentially harmful, nations must distribute food more justly. The UN food agency said that "total food production at present is enough to feed the entire global population" (Text 3, lines 31-32). Proper food distribution, not GMOs, is the answer to world hunger. Even with the potential leap in the world's population.

While GMOs can create foods with more vitamins and some ^{other} healthy qualities, the negative effects of GMOs far outweigh these qualities. Long-term harmful effects of eating GMOs is a stark reality. The creation of superweeds and added toxicity to the environment are two more serious hazards, including the creation of pesticide-resistant insects. Even world hunger does not have to be solved by GMOs. Thus, there are ~~no~~^{no} positive reasons to produce GM crops.

In the articles "GMOs 101", "GMO foods...", and "The truth about Genetically modified foods" they all ~~come up with~~ explain how genetically modified foods can be good and bad. They can help people ~~or~~ and in the article "GMOs 101" it states that ~~it~~ it is not possible to live completely GMO free. ~~The~~ The human body needs these foods and proteins. This specific GMO can come from a plant, animal or bacteria. I think that natural organic food is better than foods with chemicals but I also think that some foods and some chemicals in the foods can also be good for you. In the article "GMO foods..." it states "there are many health ~~&~~ risks associated with eating GM foods" including immune system problems. In the article "GMO foods..." states that "most studies show genetically modified foods are safe for human consumption, but the long term health effects are still unknown" My opinion of GM foods is that it may be dangerous and I think we should find out the long term effects of eating this GM foods, although it may be good for us.

The issue of whether or not food should be genetically modified can be argued from both sides. But through reading the given texts, I say that food should not be genetically modified for the fact that the benefits don't outweigh the risks. Some believers in genetically modified food say that it can nutritionally enhance fruits and vegetables and help to stop world hunger, but these are not facts these are hopes of GM foods. Why should we risk so much for it to possibly cause much more harm than good? GM food definitely needs some further investigation.

An argument brought about in Text 1 specifically lines 16-20 says about 80% of grocery store food is genetically modified including almost all processed goods. The labels on these foods neglect to reflect such modification to the consumer. So on a daily basis we all eat genetically modified food without a warn. Later on in the text in lines 36-37, Alison Snow points out that there are no known risks of GM foods so far, but that doesn't mean that we are in the clear. GM

foods lead way for slip-ups considering we are altering genes of a substance. It's extremely risky to change an item so drastically.

As pointed out to Readers in Text 2, lines 6-8, scientists brought up the concerns of possible new toxins and allergens that could be brought about by new GM foods, but these warnings were ignored. The sad but true fact is that we must accept that GM foods are only meant to benefit the chemical companies that produce them, as pointed out to us in lines 41-42.

The sooner we come to this realization the easier it is for us to prepare ourselves. GM food companies play with fire in hopes of making more money instead of getting burned. As I mentioned before, there has been discussion of GM food fighting world hunger. In text 3 lines 19-21, genetically modifying foods could possibly be essential to fighting world starvation as our population increases. But later on in the text it is pointed out that our issue is not the amount

of food, but the uneven distribution of it. So if we became smarter as a whole and were more wise with our food we wouldn't need to risk genetic modification.

It's important for us as a society to caution ourselves against genetic modification and companies itching to make a quick buck. It's a risky business that could harm us a lot more than we realize. Before genetic modification of goods can be accepted I think much further research should be implemented in order for consumers to feel happy, safe, and healthy.

Practice Paper A – Score Level 4

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 5

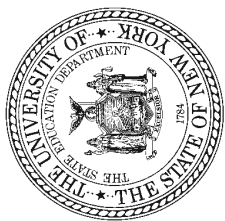
Holistically, this essay best fits the criteria for Level 5.

Practice Paper D – Score Level 2

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

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.

This excerpt focuses on the mental battle fought by Admiral Richard Byrd during his time alone in the Arctic, ~~surviving~~ surviving with the meager provisions he was supplied with. The central idea around which this passage revolves ~~is~~ ^{is} the battle to overcome his despair and keep his sanity. It was a battle to find the will to keep struggling and to recover hope ~~and~~ which he was losing.

Because this was written from the point of view of Byrd, the reader ~~is~~ ^{is} able to delve into his mind and witness the thoughts and emotions felt by Byrd. It allowed the reader to understand how Byrd was able to overcome this moral conflict and banish the thoughts which weakened his psyche. In the beginning we see Byrd's determination to keep fighting; he analyzes his situation and lays out plans to deal with his problems. An example of this is the carbon monoxide problem. Although temperatures were well below freezing, Byrd realized the danger of keeping a constant fire. To deal with this he changed his routine to accommodate the few hours he stopped burning the fire. As the narrative progressed, however, we see his mental state begin to break

down in the face of overwhelming adversity. Loneliness, lack of appetite, frostbite, and lack of energy all compounded his despair. ~~and~~ Thus began his struggle to overcome this. He began to think all his struggles were futile, that there was no point to life. He refused to look at himself, and felt as if "All the world's vindictiveness were concentrated upon me as upon a personal enemy." ~~(63)~~ He began to love himself.

At the depths of his despair, he was finally able to find the faith he needed to keep on living. Through his point of view, the reader sees how he dug himself out of his despair and fought ^{back} ~~through~~ ^{by} thinking positive thoughts. The reader ~~feels~~ ~~and~~ understands his thought process and feels his emotions. The reader is able to ~~see~~ see what is truly important to Byrd as Byrd surrounds himself with memories of his "family" and "friends" ~~(44-45)~~. Without his point of view, the ~~Butt~~ reader would have seen nothing but a man sitting and staring into space. Because we are in Byrd's mind, we travel with him on his journey to overcome his situation and find a way to persevere and succeed in accomplishing his goal.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establishes the criteria for analysis (*The central idea around which this passage revolves is Byrd’s battle to overcome his despair and keep his sanity*). The response demonstrates a thoughtful analysis of the author’s use of point of view to develop the central idea (*Because this was written from the point of view of Byrd, the reader is able to delve into his mind and witness the thoughts and emotions felt by Byrd and It allowed the reader to understand how Byrd was able to overcome this moral conflict and banish the thoughts which weakened his psyche*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*An example of ... his determination ... is the carbon monoxide problem; Loneliness, lack of appetite, frostbite, and lack of energy all compounded his despair; he dug himself out of his despair with memories of his “family” and “friends”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and a writing strategy, then discussing the challenges Byrd faced, followed by his descent into despair, and concluding with how Byrd was able to *overcome his situation, thereby accomplishing his goal*. The response establishes and maintains a formal style, using precise language and sound structure (*As the narrative progressed, however, we see his mental state begin to break down in the face of overwhelming adversity*). The response demonstrates control of the conventions with infrequent errors (*hope which, accomodate, appetite*).

The central idea in this excerpt from Admiral Richard Byrd's diary is about survival when he was left alone at Advance Weather Base in Antarctica. Imagery is used throughout the story as Byrd describes his experience, when describing the choices and sacrifices that he had to make for his own survival. Byrd says that "to avoid further poisoning from the fumes, I must use the stove sparingly and the gasoline pressure lantern not at all" (3-4). This quote shows Byrd's desperate situation. This is because the reader realizes even though Byrd is freezing, he will sacrifice his heat in order to not get poisoned, mentioning that "Cold I could feel, but carbon monoxide was invisible and tasteless" (7-8). "So," he says, "I chose the cold, knowing that the sleeping bag was a retreat" (8). From this quote, the reader can visualize Byrd, cold and alone in his sleeping bag, fighting the odds to survive.

A second use of imagery is when Byrd illustrates how he "tried to read Ben Ames Williams' All the Brothers Were Valiant; but, after a page or two, the letters became indistinct; and my eyes ached—in fact they had never stopped aching" (22-24). The image that these lines create is an image of sadness because, although he wants to try, Byrd can't enjoy leisurely activities in his situation of survival. The reason for this "is that the dim light from the lantern was beginning to get on" Byrd's "nerves" (25-26) because of his earlier decision not to use his lantern. So the painting in the mind of the reader is dark because of how Byrd has no light.

A final use of imagery is when Byrd is describing himself in the shaving mirror. Byrd is debating with himself whether or not he should

Anchor Paper – Part 3 – Level 4 – B

Take down the shaving mirror because "the face that looked back" at him was that of an old and feeble man. The cheeks were sunken and scabrous from frost-bite, and the bloodshot eyes were those of a man who has been on a prolonged debauch¹⁰ (31-33). The thought that comes to the reader's mind is a vision of a beaten-down, starved, and sad man. The act of survival has taken its toll on Byrd, reducing him to a lugubrious, despond person.

Anchor Level 4-B

The response introduces a clear central idea (*The central idea in this excerpt from Admiral Richard Byrd's diary is about survival when he was left alone ... in Antarctica*) and a writing strategy (*Imagery is used throughout the story as Byrd describes his experience*) that establish the criteria for analysis. The response demonstrates thoughtful analysis of the author's use of imagery to develop the central idea (*From this quote, the reader can visualize Byrd, cold and alone in his sleeping bag, fighting the odds to survive and so the painting in the mind of the reader is dark because of how Byrd has no light*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Byrd illustrates how he "tried to read Ben Ames Williams' All the Brothers Were Valiant ... The image that these lines create is ... sadness and Byrd is debating ... whether ... he should take down the shaving mirror because "the face that looked back" ... was that of an old and feeble man*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first presenting the central idea and the writing strategy, then discussing in each body paragraph *the choices and sacrifices Byrd had to make for his own survival*, ending with a statement that refocuses on *survival and its toll on Byrd*. The response establishes and maintains a formal style, using precise language and sound structure (*This is because the reader realizes even though Byrd is freezing, he will sacrifice his heat in order to not get poisoned, mentioning that "Cold I could feel, but carbon monoxide was invisible and tasteless"*). The response demonstrates control of the conventions with infrequent errors (*experience and in fact they*).

In life, people need to sacrifice things in the present for a better future. People often times become conflicted when needing to decide whether something is a necessity or a want. Some one can be in a life or death situation and this occurs. This whole idea is present in an excerpt from a diary kept by Admiral Richard Byrd. Admiral Byrd experiences conflict in which he needs to make decisions to hopefully live on and make it successfully out of this bad weather he is stuck in. He sacrificed in the present to one day make it out alive in the future.

Admiral Byrd experiences conflict where he must make decisions to best ~~set~~^{set} himself up for success. Firstly, he states "giving up the lantern meant surrendering its bright light" (Byrd 4-5). This conflict tears Byrd on whether he should use the light of the lantern or burn it and waste the gas and possibly die from the fumes. He sacrifices his light to save the gas in hopes to use it in a more productive way later on his journey. Additionally, he states "From now on, I decided, I would make a strict rule of doing without a fire for two or three hours every afternoon" (Byrd 8-10). This conflict also tears Byrd. He determines that a fire is not a necessity. He suffers in the present without heat but ultimately he better prepares himself for a later date where he can use his supplies more effectively. Finally, he states "The aches and pains had not subsided and, it took me several hours to fall asleep."

but that night I slept better than on any other night since 31 May [several days earlier], and in the morning was better in ~~both~~ mind and body both" (Byrd 53-55). This shows how all the sacrifices that Byrd had done prior was finally paying off. He was sleeping better and feeling better as he battled the extreme weather conditions. Sacrifices in the present will pay off down the road, as proven by Admiral Byrd through conflict.

Sacrifices in the present will pay off down the road. Admiral Byrd was in extreme weather where he was fighting for survival. He had to sacrifice his lanterns in the present, giving up his light and heat to save his supplies. Many days later he was able to survive due to his sacrifice. Admiral Byrd experienced conflict by sacrificing his present well being for his life down some ways.

Anchor Level 3–A

The response introduces a clear central idea (*In life, people need to sacrifice things in the present for a better future*) and a writing strategy (*Admiral Byrd experiences conflict in which he needs to make decisions*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of conflict to develop the central idea (*Admiral Byrd experiences conflict where he must make decisions to best set himself up for success*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He sacrifices his light to save the gas in hopes to use it in a more productive way later on his journey and He suffers in the present without heat but ultimately he better prepares himself for a later date where he can use his supplies more effectively*). The response exhibits acceptable organization of ideas and information to create a coherent response by first presenting the central idea and then discussing how conflict supports this idea (*He had to sacrifice his lanterns in the present, giving up his light and heat to save his supplies. Many days later he was able to survive due to his sacrifice*). The response establishes and maintains a formal style, using appropriate language and structure (*He sacrificed in the present to one day make it out alive in the future*). The response demonstrates partial control of conventions with occasional errors (*sacrifice, exerpt, necessity, heat but ultimately he, states "The*) that do not hinder comprehension.

The most powerful thing any person possesses is their mind. The mind is a powerful tool that can work against the body, however, if one's will is strong enough they are able to control their mind and in turn control their body. If you use your mind to overcome a conflict, or struggle between opposing ~~four~~ forces, one can overcome anything through the use of conflict, Richard Byrd was able to convey this idea in his journal.

Byrd was alone struggling against freezing temperatures when he realized in order to survive he must overcome negative thoughts. When confronting a conflict, "the dark side of a man's mind seems to be a sort of antenna turned to catch gloomy thoughts from all directions." (Byrd 37-38). When struggling to overcome a conflict one's mind can make things appear much worse than they are and set you back from a goal. Once you let the dark side of your mind run, there is no stopping it from debowering your hope and ~~exposing more~~ ~~dispeare~~ forcing you into ~~the~~ despond. Dark thoughts are very powerful and, "A discordant mind... would finish me off as thoroughly as the cold." (Byrd 15-16). A discordant mind creates ~~just as strong~~ internal conflict that is just as severe as any external conflict. Physical barriers might create

a struggle however barriers of the mind are just as powerful. When confronting a conflict, one must be sound of mind to succeed.

Upon this realization Byrd was able to control his dark thought and his results were beneficial. The mind's health is directly linked to the body's health and so after destroying his dark thoughts Byrd recognized he, "was better in mind and body both!" (Byrd 55).

The mind has a direct relationship to the body. When the mind is healthy, so is the body.

When confronting a conflict you must be capable in both mind and body.

In order to survive, Byrd had to overcome his dark thoughts that were holding him back. When confronting a conflict, dark thoughts are very powerful and seem hold you back. When striving towards the solution to a conflict you must put mind over matter to reach success.

Anchor Level 3-B

The response introduces a clear central idea (*If you use your mind to overcome a conflict, or struggle between opposing forces, one can overcome anything*) and a writing strategy (*Through the use of conflict, Richard Byrd was able to convey this idea in his journal*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of conflict to develop the central idea (*When confronting a conflict, one must be sound of mind to succeed. Upon this realization Byrd was able to control his dark thought and his results were beneficial*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Byrd was alone struggling against freezing temperatures when he realized in order to survive he must overcome negative thoughts and The mind's health is directly linked to the body's health and so after destroying his dark thoughts Byrd recognized he, "was better in mind and body both"*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and a writing strategy, followed by a discussion of the conflict and concluding with a paragraph that summarizes how the writing strategy supports the central idea (*When striving towards the solution to a conflict you must put mind over matter to reach success*). The response establishes and maintains a formal style, using appropriate language and structure (*When the mind is healthy, so is the body*). The response demonstrates partial control of conventions with occasional errors (*body, however; one's will ... they; convey; survive he; ones mind; beneficial; conflict you*) that do not hinder comprehension.

A central idea in Admiral Richard Byrd's diary is his coping with isolation, desperation and depression while he was alone at Advance Weather Base in Antarctica.

The author's use of point-of-view in the text develops this central idea.

The author's description of his actions and explanation of his thoughts and feeling while he was alone at Advance Weather Base in Antarctica reinforce this central idea in the text.

The author describes his removing of the mirror from the wall as he can't stand the way he looks from months of isolation. This develops the central idea of Admiral Richard's coping with isolation. The author also describes his choice of freezing over death from poisoning by the ~~CO~~ from the stove. This shows the ^{carbon monoxide} desperate choices Admiral Byrd had to make and develops the central idea of the text as well.

Anchor Level 3–C

The response introduces a clear central idea (*A central idea in Admiral Richard Byrd's diary is his coping with isolation, desperation and depression while he was alone at Advance Weather Base in Antarctica*) and a writing strategy (*The author's use of point-of-view in the text develops 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 (*The author's description of his actions and explanation of his thoughts and feeling while he was alone at Advance Weather Base in Antarctica reinforce this central idea in the text*). The response presents ideas inadequately in an attempt to support analysis (*The author describes his removing of the mirror from the wall as he can't stand the way he looks and The author also describes his choice of freezing over death from poisoning by the carbon monoxide from the stove*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the central idea and writing strategy in the introductory paragraph, followed by a paragraph that briefly illustrates two examples of point of view and a concluding sentence (*This shows the desperate choices Admiral Byrd had to make and develops the central idea of the text as well*). The response establishes and maintains a formal style, using appropriate language and structure (*This develops the central idea of Admiral Richard's coping with isolation*). The response demonstrates partial control of conventions with occasional errors (*desperation, decription, thoughts and feeling*) that do not hinder comprehension.

A man is having to stay outside in freezing temperatures in Antarctica and is questioning many things in life. The cold weather could actually kill him, but he must survive.

One literary element used in this passage is conflict. He has a conflict with the weather and with himself. He must keep his strength to survive and get through the rough times. The only thing keeping him alive was the thought of the sun and going home and all that he could do. He had to use his mind to imagine what ~~could~~ ~~is~~ good could come out of this. Things that never really mattered to him now was all he could think about.

Trying to concentrate on good things and going home was hard. In freezing temperatures is ~~the~~ a horrible thing to go through. That made him realize amazing things happen after the bad. Made him appreciate what he actually has back home!

Even though the pain of the freezing cold wouldn't go away, he still had to concentrate on thinking positive so he wouldn't die. This man learned

that you will appreciate what you
have when bad things happen,
and you just have to get through
it first.

Anchor Level 2–A

The response introduces a central idea (*A man is having to stay outside in freezing temperatures in Antarctica and is questioning many things in life ... but he must survive*) and a writing strategy (*One literary element used in this passage is conflict*). The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*He must keep his strength to survive and get through the rough times*). The response presents ideas inadequately in an attempt to support analysis (*The only thing keeping him alive was the thought of the sun and going home and all that he could do*), making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information, highlighting the central idea of survival in the first paragraph, then shifting focus to an appreciation of *what you have when bad things happen* in the remainder of the essay, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*The only thing, though* for "thought", *and all that he can do, good things, In freezing temperatures is a horrible thing*). The response demonstrates partial control of conventions with occasional errors (*strength, Things ... was, appritiate, thinking positive, things ... it*) that do not hinder comprehension.

When you fall into despair, you enter a state of loneliness, and fear, but the only way that can save you from this situation is by allowing yourself to be in a calm, peaceful state of mind. The author shows this by using conflict to connect and develop this central idea.

The author explains this when the character expressed how he looked in the mirror, and how the stress and also the lack of light caused him to say "Something broke inside me then. What was to be gained by struggling?" This quote explains the internal struggle of the decisions he has made. Another example is when the character had to fight the emotions that caused him to slip back into despair. This is shown when the character said "Concentration was difficult, and the only way out of it." This showed how difficult it was to stay focused.

This details shows, and expressed how one strength can deteriorate and break causing you to be in a state of hopelessness, but there is a way of saving yourself by controlling and believing yourself to help allow the sense of being in a peaceful state of mind.

Anchor Level 2–B

The response introduces a central idea (*When you fall into despond ... the only way that can Save you ... is by allowing yourself to be in a Calm, Peaceful State of mind*) and a writing strategy (*The author Shows this by using Conflict*). The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea (*This quote explains the internal struggle of the decisions he has made*). The response presents ideas inaccurately in an attempt to support analysis (*the Stress and also the lack of light Caused him to say “Something broke inside me then*) and inadequately (*This details shows ... the Sense of being in a peaceful State of mind*), making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information by establishing a focus on overcoming *loneliessness, and fear ... by allowing yourself to be in a Calm, Peaceful State of mind*, but fails to address the way of *Saving yourself by Controlling and beliving yourself* as reiterated in the concluding sentence, failing to make a coherent response. The response lacks a formal style, using language that is basic and imprecise (*An another example, and the only by, brake* for “break”, *beliving yourself to help allow*). The response demonstrates emerging control of conventions with some errors (*loneliessness; This is showed; This details shows, and expressed how one Strength Can deterilate*) that hinder comprehension.

In this excerpt the man writing in his diary (Admiral Richard Byrd) is using a lot of symbolism. During this excerpt he states that he wanted to "take down the shaving mirror from its nail" ~~... this~~ this symbolises that he wanted to rip the mirror down from the wall because of this disillusion that keeps coming back. He also says that his "cheeks were sunken & scarbrous from frost-bite, & the bloodshot eyes those of a man who has been prolonged debauch": Admiral Richard Byrd symbolises that he was very cold & he lacked sleep, also he was hungry & haven't ate in days. Referring back to when he said he wanted to take the mirror down he states that "the face that looked back at me was that of an old and feedable man" which symbolises that he was aging & began ~~beginning~~ beginning to lose his look of youngness. Symbolism is used when he talks about how the man mind is used. "The dark side of a man's mind seem to be a sort of antenna turned to catch gloomy thoughts from all directions" ~~... of~~ this symbolism symbolises how dark and unfeindly his thoughts were.

Anchor Level 2-C

The response introduces a confused writing strategy (*this symbolises that he wanted to rip the mirror down from the wall because of this disillusion that keeps coming back*). The response does not introduce a central idea. The response presents ideas inadequately in an attempt to support analysis (*Admiral Richard Byrd symbolises that he was very cold & he lacked sleep, also he was hungry & haven't ate in days*), making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information, first presenting information about the symbolism of the mirror, moving to the symbolism of Byrd's physical problems (*he was very cold ... haven't ate in days*) and then shifting focus back to the symbolism of mirror (*Referring back to when he said he wanted to take the mirror down*), failing to create a coherent response. The response lacks a formal style, using language that is imprecise (*using a lot of symbolism, feedable man, man mind* and the use of the ampersand). The response demonstrates emerging control of conventions with some errors (*nail" ... this symbolises; cheeks; scarbrous; sleep, also he; was hungry & haven't ate; directions" this*) that hinder comprehension.

The central idea is will power. The author expresses this central idea by using word choice. On line 18 the author used the word desperate to express how in need she is of a breakthrough, but she keeps trying.

Anchor Level 1–A

The response introduces a central idea (*The central idea is will power*) and writing strategy (*The author expresses This central idea by using word choice*). The response demonstrates a minimal analysis of the author's use of the writing strategy to develop the central idea (*On line 18 the author uses the word desperate to express how in need she is of a breakthrough, but she keeps trying*). The response presents little or no evidence from the text. The response is minimal, making assessment of coherence, organization, and style unreliable. The response is minimal, making assessment of conventions unreliable.

Some man was alone and cold. The author used the point of view of Admiral Richard Byrd. When he was alone at Advance Weather Base in Antarctica for 5 months in 1934.

Richard told it from his point of view. He started how he was cold. He said how he liked the light

Anchor Level 1–B

The response introduces an incomplete central idea (*Some man was alone and cold*) and a writing strategy (*point of view*). The response demonstrates a minimal analysis of the author's use of the writing strategy to develop the central idea (*Richard told it from his point of view*). The response presents little or no evidence from the text (*When he was alone at Advance Weather Base in Antarctica for 5 months in 1934*). The response is minimal, making assessment of coherence, organization, and style unreliable. The response is minimal, making assessment of conventions unreliable.

Admiral Richard Byrd beautifully develops a central idea in his diary entry. He weaves together a story of misery, desperation, and endurance. He is "all alone, stuck at a dreary weather base, but thinks of his family and friends to get him through the night.

One literary technique that Byrd makes good use of is repetition. Before he begins to elaborate on his adversity, he must set the scene. He uses repetition to allow the reader to visualize the army facility. First, he outlines his necessities. He "must" husband his strength. He "must" sleep and eat. He "must" use the stove sparingly.

Furthermore, the main obstacle the author faces is the cold, so he (smartly) repeats the word "cold" to exaggerate his point. In lines 7-8, Byrd writes, "cold I could feel... so I chose the cold." Thus, to familiarize the reader with the scene, Byrd repeats his plights and problems to exaggerate them. The reader then begins the body of the paper acutely aware of the challenges Byrd

Part 3 – Practice Paper – A

is facing, forcing us to pay
closer attention to his
words.

Part 3 – Practice Paper – B

In the short story/diary written by Admiral Richard Byrd the main focus or idea of ~~the~~ his diary was that he needed to survive long winter nights

When a person is met with obstacles and challenging moments in life, she or she will look for a means to overcome them under any circumstance. In the short ~~the~~ excerpt from Admiral Richard Byrd's diary, he explains the struggle he faced in the intense cold. He proves that through one's persistence and devotion to oneself, anyone may overcome the steepest of challenges. Through the use of the conflict between Admiral Byrd and his inner self, readers learn the key to achieving success and control over one's fears.

Admiral Byrd does not only sacrifice comfort and frivolous luxuries in order to survive, but he also battles his own mind. "Giving up the lantern meant I was surrendering ^{its} bright light, which was one of my few luxuries, but I could do without luxuries for a while;" (4-6) said Byrd. He gives up petty amenities in order to secure his own safety and survival. He does not use his gas stove despite the overwhelming cold, so that he does not receive carbon monoxide poisoning.

Byrd also ~~sacrifices~~ devotes himself wholeheartedly to overcoming his inner

demons, not just his physical and tangible obstacles. He must rid his mind of negative thoughts, although he thinks he'll "always be a physical wreck, a burden upon [his] family," (34-35). Instead of these evil thoughts, Byrd focuses on his faith and "by concentrating on it... [he] was able to again fill [his] mind with fine and comforting things of the world..." (42-44). By keeping his faith and reason in mind, Byrd was able to not only get a good night's sleep but also survive on to fulfill his plans for the hope-filled future.

The central idea of the text is how we forget about the little things that make life enjoyable and easy. The author uses point of view to put the reader into perspective when reading the text.

~~when the author talks about~~

In lines 5-6 "But I could do without luxury for a while" He reminds us that heat, running water and electric light are not things to be taken lightly. When you don't have them you appreciate them a lot. In line 30 The man says he took down the mirror and does not know why, but the reason is he can't stand to look at himself. The man is alone. The point of view when reading this helps to understand what he's going through and how little things mean a lot.

The text is a very deep and thoughtful story to ^{warn} people what they have is nice and complaining about what you don't have is wrong.

I will be writing a short essay about the story one a girl name Elizabeth not wanting to follow the rules of her lady ship and a short story about job finding how hard it is to get a job. The conflict between Elizabeth and Charlotte was there was no letter she asked for, not only she did not have the letter. The young lady did not want to get married they as in family friend's let wanted her to get married but this year they kept enforcing the law when she did not want to Person. ~~as~~ AS I saw the situation, the necessities were these to survive I must continue to husband my strength, doing whatever had to be done in the simplest manner possible and without strain. I must sleep and eat he said build up strength. to ~~at~~ avoid further Poisoning from the fumes I must use the stove, the choice there lay between freezing and ine Vitable Poisoning.

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 4

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

Practice Paper D – Score Level 2

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

Practice Paper E – Score Level 0

Holistically, the response best fits the criteria for Level 0.

**Map to the Common Core Learning Standards
 Regents Examination in English Language Arts (Common Core)
 January 2016**

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

The *Chart for Determining the Final Examination Score for the January 2016 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts (Common Core) – Jan. 2016

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

(Use for the January 2016 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	58	2
55	99	5	26	56	2
54	99	5	25	55	2
53	99	5	24	51	1
52	98	5	23	48	1
51	97	5	22	46	1
50	96	5	21	43	1
49	95	5	20	40	1
48	94	5	19	37	1
47	93	5	18	34	1
46	92	5	17	31	1
45	90	5	16	28	1
44	89	5	15	25	1
43	88	5	14	21	1
42	87	5	13	18	1
41	86	5	12	15	1
40	85	5	11	12	1
39	83	4	10	10	1
38	82	4	9	8	1
37	80	4	8	7	1
36	79	4	7	6	1
35	76	3	6	5	1
34	74	3	5	4	1
33	72	3	4	3	1
32	70	3	3	2	1
31	68	3	2	1	1
30	66	3	1	1	1
29	65	3	0	0	1
28	62	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/>.