

Lesson 4: Tips for Multiple Choice & Newsela

(approximately one hour)

A. Strategies for Multiple-Choice Questions (15 min.)

Educator Note: In this first section, you will be working with students to organically generate some strategies that can help them tackle multiple-choice questions, whether on the ELA Regents exam or in other settings. This is intended to foreshadow some of the procedures they will be using in the next two sessions as the practice on Part 1 of the exam.

Multiple-choice questions appear on a lot of different tests and quizzes, including the ELA Regents exam. There are some different strategies that can help you tackle these types of questions wherever you encounter them.

We're going to be looking at a few multiple-choice questions. They refer, obviously, to a passage you haven't read yet. It might seem counter-intuitive, but it can often be a good idea to look at the questions before you read a passage. Why might this be the case?

Answer: If you read the questions first, you know what information to look for when you read the passage.

What similarities do you notice between the following two questions?

(Hint: Pay attention to how the questions begin.)

Answer: Both questions begin with the word "Read" and each has four choices.

1. Read the section "No Pooping, Nesting or Stealing Food Allowed." Which selection from the section explains why companies benefit from using the hawk program?
 - a. Falconers in the Los Angeles area say they charge about \$65 an hour. Costs can go up to \$1,000 a day.
 - b. Keeping seagulls and pigeons away saves on the cost of cleaning up bird poop and nests.
 - c. Guests want to be able to eat French fries by the pool. When a seagull takes them, that is a problem, Mohrfeld said.
 - d. He said he has more job offers than he can handle. He has 26 workers and 60 falcons and hawks.

2. Read the paragraph below from the section "Not Everyone Is A Supporter." What conclusion can the reader make based on this paragraph?

"There are a lot of traditional falconers out there who have concerns about it," he said. Falconry is not something you do to make money, he said.

- a. Some groups teach falcons how to hunt for food.
- b. Some people think it is wrong to put falcons to work.
- c. Using predator birds has become a popular option.
- d. Using predator birds can cost companies a lot of money.

Reading comprehension questions will often direct you to the specific part of the text where the answer can be found. Sometimes, as in Question 2, the relevant passage will be reprinted in the question. Many times, however, it is your job to go back to the text and read the section the question refers to.

What are some strategies that can help us when a question refers to a specific part of the text?

Educator Note: Guide the students towards the idea that some type of annotation (such as underlining and numbering the specified sections) can help them locate where the important information is located.

Watch the short clip from the game show, "Who Wants to be a Millionaire?"

<https://www.youtube.com/watch?v=-yh3u5h0syg>

What happens when the contestant (Jack Black) uses his "50-50"? How can we apply this strategy to a multiple-choice question?

Answer: When he uses the "50-50" option, two of the choices disappear. If we can eliminate obviously wrong choices when attempting a multiple-choice question, we can increase our chances of getting it right.

So, to review, here are some strategies that can help you with multiple-choice questions, wherever you might encounter them:

1. Read over the questions before you read the passage.
2. If the question refers to a specific section of the text, underline and label that section.
3. Do your best to eliminate at least two wrong answers.

B. Newsela Articles (40 min.)

There are three news stories from the “Newsela” website for you to practice using the strategies discussed above. Do your best to answer the multiple-choice questions for each article!

Educator Note: This lesson uses recent news articles from the Newsela website as these are often more interesting and easier to read than the passages on the ELA Regents. Each has pre-written questions you can use.

In addition, Newsela writes each news article at four to five different reading levels, making the high interest content accessible to low-literacy readers. If you think it would be appropriate for your students’ needs to use lower reading levels while they concentrate on their multiple-choice test-taking skills, Newsela can be a simple resource.

Newsela = news + ELA

See the Facilitator Guide for information about accessing the Newsela website for new articles at the reading levels you need.

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(Hint: Pay attention to how the questions begin.)

1. Read the section "No Pooping, Nesting or Stealing Food Allowed." Which selection from the section explains why companies benefit from using the hawk program?
 - a. Falconers in the Los Angeles area say they charge about \$65 an hour. Costs can go up to \$1,000 a day.
 - b. Keeping seagulls and pigeons away saves on the cost of cleaning up bird poop and nests.
 - c. Guests want to be able to eat French fries by the pool. When a seagull takes them, that is a problem, Mohrfeld said.
 - d. He said he has more job offers than he can handle. He has 26 workers and 60 falcons and hawks.
2. Read the paragraph below from the section "Not Everyone Is A Supporter." What conclusion can the reader make based on this paragraph?

"There are a lot of traditional falconers out there who have concerns about it," he said. Falconry is not something you do to make money, he said.

- a. Some groups teach falcons how to hunt for food.
- b. Some people think it is wrong to put falcons to work.
- c. Using predator birds has become a popular option.
- d. Using predator birds can cost companies a lot of money.

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B. Newsela Articles (40 min.)

There are three news stories from the Newsela website for you to practice using the strategies discussed above. Do your best to answer the multiple-choice questions for each article!

At hotels and other businesses, predator birds have gotten popular

By Los Angeles Times, adapted by Newsela staff on 08.26.19

Word Count **840**

Level **720L**



Image 1. Falconer Roxanne Word and Floyd, a Harris's Hawk, patrol the grounds of the Montage Hotel to help keep seagulls away on August 2, 2019, in Laguna Beach, California. Photo by: Robert Gauthier/Los Angeles Times/TNS

LAGUNA BEACH, California — Floyd the hawk watched over his world. There was a pool below him, a hot tub to the left and a restaurant to his right. The roofs of the Montage Laguna Beach hotel were behind him.

The hawk kept an eye out. He watched for seagulls and other birds that make a mess on the roofs and steal food from guests by the pool. His job was to bother the other birds. He would let them know they were not wanted. The hawk spread its wings and flew down, returning to land on the hand of its trainer.

Adam Chavez is a falconer who has worked for more than six years for the Montage. He and the trained birds keep the hotel free of flying pests. "It's a predator-prey relationship that has been going on for centuries," he said. The prey fear the predator will eat them.

Predator Rules The Property

Falconers like Chavez say they do not use the hawks and falcons to harm other birds. The trained birds just need to fly around an area. That sends the message that a predator rules the property.

Falconry goes back thousands of years. Only in the last 10 years or so has it become more common to see birds of prey working in nuisance abatement. They scare away other birds.

In California, several falconers have turned the ancient hobby into businesses. They are used by hotels, airports, farms and office buildings.

In 2007, the U.S. Fish and Wildlife Service started approving permits that allow predatory birds to be used for business. Since then, it has approved 137 permits to use them for bird abatement. California has gotten 43 of those permits.



No Pooping, Nesting Or Stealing Food Allowed

Owners of businesses and hotels think about the environment. They use hawks and falcons instead of spikes or nets. They want to keep seagulls and other birds from pooping, nesting or stealing food.

Anne-Marie Houston runs Montage Laguna Beach. She said the hawk program is the best way to protect the environment and keep nuisance birds away.

Hawks and falcons have been popular for keeping seagulls away from seaside hotels. One is the Hotel Del Coronado near San Diego, California.

They have also been used to frighten off pigeons. The birds do that at the Los Angeles County Museum of Art in California.

Falconers in the Los Angeles area say they charge about \$65 an hour. Costs can go up to \$1,000 a day. It depends on the number of birds and handlers needed.

Keeping seagulls and pigeons away saves on the cost of cleaning up bird poop and nests. Lynn Mohrfeld is president of the California Hotel and Lodging Association. He said the biggest problem is something else.

Guests want to be able to eat french fries by the pool. When a seagull takes them, that is a problem, Mohrfeld said.

Fruit farmers in California also use falconers. They use them to protect their grapes and berries.

Using predator birds has gotten popular. Vahe Alaverdian is the owner of Falcon Force, a California company. He said he has more job offers than he can handle. He has 26 workers and 60 falcons and hawks.

Bird abatement is the only choice, he said. Everything is about taking care of the environment, he said.

Not Everyone Is A Supporter

However, not everyone supports using the trained predators for business.

Sheldon Nicolle is president of the North American Falconers Association. The group has about 2,000 members. Most of them train predator birds for hunting. He said that only 200 to 300 of those members use their birds for abatement.

"There are a lot of traditional falconers out there who have concerns about it," he said. Falconry is not something you do to make money, he said.

Still, Nicolle said that the work helps to educate the public about them.

"I've always said abatement could be falconry's best friend or worst enemy," he said.

The U.S. Fish and Wildlife Service wants to be sure that falconers do not take birds from the wild for business. It gives permits only to falconers who use birds raised by people.

Roxanne Word is a falconer who works for Chavez. On a recent Friday morning, she worked with Floyd at the Montage hotel. Several guests watched the hawk in action.

Alain Hirtz was a visitor at the hotel. "The bird is beautiful," he said. It seems good for the environment, he said.

Chavez fell in love with predator birds when he was 12 years old. His father owned property in Nevada. Chavez found three young falcons there that appeared to have been left behind. He said he raised one of the birds. Later, he passed a test to be a falconer.

Chavez turned his interest into a business. It has 15 workers and 30 hawks and falcons.

Quiz

1 Read the section "No Pooping, Nesting Or Stealing Food Allowed."

Which selection from the section explains why companies benefit from using the hawk program?

- (A) Falconers in the Los Angeles area say they charge about \$65 an hour. Costs can go up to \$1,000 a day.
- (B) Keeping seagulls and pigeons away saves on the cost of cleaning up bird poop and nests.
- (C) Guests want to be able to eat french fries by the pool. When a seagull takes them, that is a problem, Mohrfeld said.
- (D) He said he has more job offers than he can handle. He has 26 workers and 60 falcons and hawks.

2 Read the paragraph below from the section "Not Everyone Is A Supporter."

"There are a lot of traditional falconers out there who have concerns about it," he said. Falconry is not something you do to make money, he said.

What conclusion can the reader make based on this paragraph?

- (A) Some groups teach falcons how to hunt for food.
- (B) Some people think it is wrong to put falcons to work.
- (C) Using predator birds has become a popular option.
- (D) Using predator birds can cost companies a lot of money.

3 The main idea of the article is that predatory birds are now being used in business.

Which key detail from the article supports the main idea?

- (A) Falconers like Chavez say they do not use the hawks and falcons to harm other birds.
- (B) Fruit farmers in California also use falconers. They use them to protect their grapes and berries.
- (C) Sheldon Nicolle is president of the North American Falconers Association. The group has about 2,000 members.
- (D) The U.S. Fish and Wildlife Service wants to be sure that falconers do not take birds from the wild for business.

4 How does the information in the introduction [paragraphs 1-3] support the main idea of the article?

- (A) It describes how Adam Chavez got involved with training hawks for a living.
- (B) It shows how much money hotels can save by hiring falconers and hawks.
- (C) It gives an example of what it is like for a hawk to work in nuisance abatement.
- (D) It explains why some people have a problem with hawks working in nuisance abatement.

200 years after treaty, Cherokee Nation ready for seat in Congress

By Washington Post, adapted by Newsela staff on 09.06.19

Word Count 749

Level 940L



Kimberly Teehee speaks in support of the Tribal Law and Order Act in 2010. At the time, she was a senior policy adviser for Native American Affairs in the White House. Photo by: Lonnie Tague for the Justice Department

The Cherokee Nation's principal chief made an important announcement in August. Chuck Hoskin Jr. said he would name a Cherokee delegate, or representative, to the U.S. Congress.

His decision would come as a surprise to some, but to the Cherokee, the announcement was nearly 200 years in the making. The story starts in 1835 with the signing of the Treaty of New Echota. For the Cherokee Nation, the years leading up to and after the signing were dark. Living in their ancestral homeland of Georgia, the tribe faced increased pressure to leave from white settlers.

State Of Georgia Ignores Court Decision

While other Native American tribes were being kicked off their lands, the Cherokee fought against removal and even won a U.S. Supreme Court case. However, the state of Georgia passed laws that hurt the Cherokee Nation, ripping homes away from Cherokee people.

John Ridge, a member of the Cherokee Nation, traveled to Washington to speak with President Andrew Jackson. He explained that Georgia was ignoring the court's decision. Jackson was not interested in helping Native Americans like the Cherokee. He told Ridge that Supreme Court Chief Justice "John Marshall made his decision, let him enforce it." He basically refused to help.

Cherokees Divided Over Signing Of Treaty

It was a time of great stress and suffering, said Mary Kathryn Nagle, a great-great-great granddaughter of John Ridge. Her ancestors agreed to the treaty because they wanted to be active participants in a negotiation. They thought that was better than being victims of forced removal.

Many other Cherokees disagreed, and they wanted to fight. Notably, John Ross, the principal chief of the Cherokee Nation at the time, was strongly against removal. That is according to Julie Reed, an associate professor at Pennsylvania State University and citizen of the Cherokee Nation.

Even so, Nagle's ancestors signed the Treaty of New Echota in 1835. The group would come to be known as the "Treaty Party," Reed said. Anger within the Cherokee still lingers, said Nagle, who recently heard people refer to the treaty as one that "traitors signed."

Treaty Forced Cherokee Off Ancestral Homeland

In early 1836, thousands of Cherokee citizens asked the Senate to get rid of the treaty, according to Smithsonian magazine. The Senate approved the Treaty of New Echota anyway, and Jackson signed it into law. The treaty forced the Cherokee off lands they had lived on for centuries. Many resisted the government, Reed said. This refusal sparked what came to be known as one of the darkest periods in Cherokee history — the Trail of Tears. It was a long journey from Georgia to what is today Oklahoma, and many Cherokee died along the way.

Nagle's relatives were later killed over the treaty. "We had a huge division in Cherokee Nation," Nagle said, adding that Cherokee people are still dealing with that division.

Treaty Also Allowed A Cherokee Delegate In Congress

The treaty provided for \$5 million and land in Oklahoma, where the Cherokee Nation still resides. There was something else in that agreement that, until late-August, the Cherokee had not taken advantage of: a part of the treaty that allows for a Cherokee delegate, or member, in the U.S House of Representatives. The House and the Senate are the two lawmaking bodies of the U.S.

"Over 184 years ago, our ancestors bargained for a guarantee that we would always have a voice in the Congress," Hoskin said. He spoke at a news conference in the Cherokee capital of Tahlequah, Oklahoma. "It is time for the United States to uphold its end of the bargain."

Chosen Delegate Worked With President Obama

Hoskin named Kim Teehee as the delegate. She has worked for former President Barack Obama and now serves in the Cherokee government. Hoskin said he expects the U.S. to uphold the promises it made in the treaty. Nearly 200 years after its signing, the Treaty of New Echota could allow the Cherokee to move toward membership in U.S. democracy.

Oklahoma's businesses have struggled in recent years. As a result, Native Americans have helped fund public services in Oklahoma like education and road work. Because of this, Reed says,

interest in having the delegate has grown.

"It's complicated." Reed said. "You can have positive outcomes in spite of really awful conditions. That doesn't make what took place any less awful. I think that's how people try to make sense of that period. It was a dark period, but the Cherokee people overcame it."

Quiz

1 Read the inference below.

The system of checks and balances in the U.S. government failed to protect the Cherokee Nation's rightful claims to their land.

Which selection from the article provides the BEST support to the statement above?

- (A) For the Cherokee Nation, the years leading up to and after the signing were dark. Living in their ancestral homeland of Georgia, the tribe faced increased pressure to leave from white settlers.
- (B) While other Native American tribes were being kicked off their lands, the Cherokee fought against removal and even won a U.S. Supreme Court case. However, the state of Georgia passed laws that hurt the Cherokee Nation, ripping homes away from Cherokee people.
- (C) The Senate approved the Treaty of New Echota anyway, and Jackson signed it into law. The treaty forced the Cherokee off lands they had lived on for centuries.
- (D) "Over 184 years ago, our ancestors bargained for a guarantee that we would always have a voice in the Congress," Hoskin said. He spoke at a news conference in the Cherokee capital of Tahlequah, Oklahoma. "It is time for the United States to uphold its end of the bargain."

2 Why did the U.S. government violently force the Cherokee to leave their homes by foot? How do you know?

- (A) White settlers began to steal land from the Cherokee because they believed it was valuable. "Living in their ancestral homeland of Georgia, the tribe faced increased pressure to leave from white settlers."
- (B) The state of Georgia created laws that took the Cherokee's land. "However, the state of Georgia passed laws that hurt the Cherokee Nation, ripping homes away from Cherokee people."
- (C) The Treaty of Echota required the Cherokee to quickly flee their homes. "The Senate approved the Treaty of New Echota anyway, and Jackson signed it into law. The treaty forced the Cherokee off lands they had lived on for centuries."
- (D) The Cherokee fought against the government's prior attempts to remove them because they felt the treaty was unfair. "Many resisted the government, Reed said. This refusal sparked what came to be known as one of the darkest periods in Cherokee history — the Trail of Tears."

3 Read the following passage introducing Mary Kathryn Nagle.

It was a time of great stress and suffering, said Mary Kathryn Nagle, a great-great-great granddaughter of John Ridge. Her ancestors agreed to the treaty because they wanted to be active participants in a negotiation. They thought that was better than being victims of forced removal.

Why did the author MOST LIKELY include this person based on this selection?

- (A) to show how the decision to sign the treaty caused a lasting division between the Cherokee tribe
- (B) to show how much John Ridge and his ancestors suffered for supporting the treaty
- (C) to show John Ridge's well-intended motivations for supporting the treaty despite the tension it caused
- (D) to show that there was another legal way to protect the Cherokee people's claim to their lands.

Which answer choice accurately characterizes Chuck Hoskin Jr.'s reaction to the promises included in the Treaty of Echota?

- (A) He felt surprised that a Cherokee delegate still had not been appointed 200 years after the signing of the treaty and named someone immediately.
- (B) He felt optimistic about the possibility of having a Cherokee delegate in Congress, but thought it came with a terrible cost to the Cherokee Nation.
- (C) He felt motivated by his tribe's increased role in public services to demand the representation his people were legally promised long ago.
- (D) He felt outraged that another legal promise had not yet been upheld by the U.S. government and vowed to fight for an increased voice in Congress.

Schools experiment with magnetic pouches that lock students' cellphones

By The Guardian, adapted by Newsela staff on 09.10.19

Word Count 710

Level 950L



Services like Yondr allow patrons to bag and store their cellphones during live performances and also for students to keep their phones but not use them at school. Photo by: John Leyba/The Denver Post via Getty Images

In the age of smartphones, teachers and educators find themselves saying the same things. They are constantly telling students to put their phones away or to stop texting.

Most teenagers today have never known a world without smartphones.

The Pew Research Center said 95 percent of all teens currently have access to or own a smartphone. Also 45 percent are almost always online. That means teachers have to teach students who are distracted.

Most schools ban or regulate phone usage during school hours. Teachers often have to take away phones or write up students for using them. Now they are looking at more drastic measures.

This school year, more than 1,000 schools nationwide will be using Yondr. It is a pouch system that allows students to lock away their phones while in class.

No Phone Access Until The End Of The Day

Each morning when students arrive at school, they magnetically lock their devices into their own personal green-and-gray pouches. Then they can keep the pouches with them, but they cannot unlock them until the end of the school day. Students can tap them on unlocking magnet stations throughout the school.

This idea is not new. Musicians have been using Yondr to stop people from filming their concerts since 2014.

More schools have started using the pouches in recent years.

Yondr spokesperson Kelly Taylor said the number of people using the pouches has tripled this year.

Allison Silvestri is the former principal of San Lorenzo High School east of San Francisco in California. The school launched Yondr three years ago and saw good results. Students were paying more attention in class.

Increased Interaction, Decreased Referrals

She said it was good to see students interacting with each other and teachers. The school also saw a decrease in referrals for defiance and disrespect.

Edward Huang, age 16, is a student who was part of a pilot program testing Yondr at his high school in California. He has noticed a difference in his peers since then.

"People aren't distracted," Huang said. "Even people who were on their phones in minor ways, like checking the time and checking notifications, those minor ways add up and have an effect on how engaged you are. Socially, it has improved us. Even if it's all of us talking about how much we hate it, having something to hate is a conversation topic."

However, there have also been some problems. For example, employers trying to get in touch with students during the school day could not contact them.

Additionally, students figured out ways to hack the pouch. Someone created a video showing how to break into the Yondr on Instagram.

"Pretty Cool" Training Wheels

Audrey Morganstern, a 16-year-old junior at San Mateo High School, is a fan of Yondr. She said it is like training wheels for people who want to not use their phones as much. She added that she has had "pretty cool" conversations with people because she could not use her phone to avoid awkward situations.

Leadership High School in San Francisco, California, started using Yondr this year. However, Principal Beth Silbergeld said the school allows students the opportunity to unlock their pouches during lunch.

She liked the idea of Yondr because the phones remain the students' responsibility. Silbergeld said when schools check phones into a box, it becomes a huge responsibility for teachers.

Yondr comes after years of teachers and educators noticing that asking students to put their phones away was not working.

The freshman class at Berkeley High School in California is trying a Yondr pilot program this year, while the rest of the school operates as usual.

"Adults struggle with the addictive nature of this technology, so you have to have compassion for children who have grown up with this technology," said Angela Coppola, who teaches 10th- and 11th-grade history.

Coppola added that the constant communication has taken a toll on her students. For example, she said teachers have noticed an increase in student anxiety in the past five years.

She would support an effort to get students to go device-free for the day.

"The technology is so persuasive," Coppola said. "How can we expect people who are still developing to have stronger willpower than actual adults? We can't."

Quiz

1 What does the word “drastic” suggest as it is used in the following selection?

Most schools ban or regulate phone usage during school hours. Teachers often have to take away phones or write up students for using them. Now they are looking at more drastic measures.

- (A) that schools are planning to take more cautious action on the phone issue
- (B) that schools are planning to take more unnecessary action on the phone issue
- (C) that schools are planning to take more extreme action on the phone issue
- (D) that schools are planning to take more simple action on the phone issue

2 What is the definition of “compassion” as used in the following paragraph?

“Adults struggle with the addictive nature of this technology, so you have to have compassion for children who have grown up with this technology,” said Angela Coppola, who teaches 10th- and 11th-grade history.

- (A) affection
- (B) understanding
- (C) generosity
- (D) forgiveness

3 Allison Silvestri thinks the Yondr pouch program had an effect on student behavior and disciplinary issues in her school.

Which detail from the article supports this opinion?

- (A) The school launched Yondr three years ago and saw good results.
- (B) Students were paying more attention in class.
- (C) She said it was good to see students interacting with each other and teachers.
- (D) The school also saw a decrease in referrals for defiance and disrespect.

4 Read the following paragraph from the section “Increased Interaction, Decreased Referrals.”

Additionally, students figured out ways to hack the pouch. Someone created a video showing how to break into the Yondr on Instagram.

Why did the author include this paragraph?

- (A) to persuade schools not to use Yondr
- (B) to persuade students to hack into Yondr
- (C) to highlight some benefits of using Yondr
- (D) to highlight a problem with using Yondr

Escuelas experimentan con fundas magnéticas que bloquean los teléfonos celulares de los estudiantes

By Vivian Ho, The Guardian, adaptado por la redacción de Newsela on 09.12.19

Word Count **845**

Level **940L**



Servicios como Yondr permiten a los usuarios guardar sus teléfonos celulares durante las presentaciones en vivo. También permiten a los estudiantes conservar sus teléfonos pero no usarlos en la escuela. Foto por: John Leyba/The Denver Post via Getty Images

En la era de los teléfonos inteligentes, maestros y educadores en todos los centros de enseñanza repiten las mismas frases. Constantemente les piden a sus estudiantes que guarden sus teléfonos o que dejen de enviar mensajes de texto.

La mayoría de los adolescentes de hoy en día nunca conocieron un mundo sin teléfonos inteligentes.

Según el Pew Research Center, el 95 por ciento de todos los adolescentes en la actualidad tienen acceso o poseen un teléfono inteligente, y el 45 por ciento está conectado en línea casi constantemente. Eso significa que los educadores tienen que enseñar a estudiantes que están distraídos.

La mayoría de las escuelas prohíben o regulan el uso de los teléfonos durante las horas de clases. Por ejemplo, los maestros tienen que quitarle los teléfonos a los estudiantes o tienen que reportar a los estudiantes que usen sus teléfonos. Sin embargo, ahora los educadores están explorando medidas más drásticas.

Este año escolar, más de 1.000 escuelas de todo el país estarán usando Yondr. El sistema consiste en una funda que permite a los estudiantes bloquear sus teléfonos mientras están en clases.

No pueden usar teléfonos hasta el final del día

Todas las mañanas cuando llegan a la escuela, los estudiantes bloquean magnéticamente los teléfonos en sus fundas personales verdes y grises. Ellos mantienen las fundas y sus teléfonos en su posesión, pero no pueden desbloquearlos sino hasta que terminen las clases. Al final del día, pasan sus fundas por estaciones magnéticas de desbloqueo ubicadas por toda la escuela.

La idea no es nueva. Músicos y artistas han utilizado Yondr para impedir que las personas filmen sus conciertos desde el 2014.

Pero en años recientes, cada vez más escuelas han comenzado a usar las fundas.

La portavoz de Yondr, Kelly Taylor, dijo que el número de usuarios de la funda se ha triplicado este año.

Allison Silvestri es la ex directora de la escuela secundaria San Lorenzo, al este de San Francisco. La escuela empezó a usar Yondr hace tres años y ha visto buenos resultados. Según dijo, ahora los estudiantes prestan más atención en las clases.

Más interacción, menos medidas disciplinarias

Silvestri dijo que le satisface ver cómo los estudiantes interactúan entre sí y con los maestros. La escuela también ha visto una disminución en los reportes de estudiantes por actitud desafiante y faltas de respeto.

El estudiante Edward Huang, de 16 años, participó en un programa piloto que puso a prueba Yondr en una secundaria en California. Él ha notado una diferencia en sus compañeros.

"Las personas están menos distraídas", dijo. "Incluso las personas que usaban sus teléfonos para cosas sin importancia, como revisar la hora o ver las notificaciones, esas cosas suman a la hora de ver cuán involucrado está uno. Socialmente nos ha permitido mejorar. Aunque todos estemos hablando de cuánto lo odiamos, tener algo que odiar es un tema de conversación".

Sin embargo, algunos estudiantes han tenido problemas. Por ejemplo, algunos empleadores han tratado de ponerse en contacto con los estudiantes durante las horas de clases y no han podido.

Los estudiantes también han descubierto formas de *hackear* la funda. Una persona incluso abrió una cuenta en Instagram donde mostraba cómo desactivar Yondr.

"Ruedas auxiliares" que son geniales

Audrey Morganstern, de 16 años de edad, estudia en la escuela secundaria San Mateo. A ella sí le gusta Yondr y comparó el sistema con "ruedas auxiliares que ayudan a las personas a dejar el

teléfono". También dijo que ha tenido conversaciones bastante buenas con algunas personas porque no podía usar su teléfono para evadir situaciones incómodas.

La escuela secundaria Leadership en San Francisco, California, comenzó a usar Yondr este año. La escuela permite a los estudiantes desbloquear sus fundas durante la hora de almuerzo, según Beth Silbergeld, directora de Leadership.

A ella le gusta Yondr porque así los teléfonos siguen siendo responsabilidad de los estudiantes. Silbergeld dijo que algunas escuelas usan un sistema que registra los teléfonos en una caja, pero eso se convierte en una gran responsabilidad para los maestros.

Según Silbergeld, estas medidas surgen después de una década de solicitar a los estudiantes que guardaran sus teléfonos y siempre tener problemas.

En la escuela secundaria Berkeley, en California, la clase de noveno año está probando un programa piloto de Yondr este año escolar, pero el resto de la escuela está funcionando como de costumbre.

"Los adultos batallan con la naturaleza adictiva de esta tecnología, así es que hay que tener compasión por los niños que se han criado con esta tecnología", dijo Angela Coppola, maestra de historia en décimo y undécimo grados.

Coppola dijo que ella ha visto el precio que han tenido que pagar sus estudiantes por la comunicación constante. Por ejemplo, dijo que los maestros han notado un aumento en la ansiedad de los estudiantes en los últimos cinco años.

Coppola apoyaría un esfuerzo para que los estudiantes estuvieran sin dispositivos durante el día.

"La tecnología es muy persuasiva", dijo Coppola. "¿Cómo podemos esperar que las personas que todavía se están desarrollando tengan una voluntad más fuerte que los adultos? No podemos".

Quiz

1 Lea la siguiente oración de la sección ""Ruedas auxiliares" que son geniales":

"La tecnología es muy persuasiva", dijo Coppola.

¿Qué oración de la sección da alguna pista para comprender el significado del término "persuasiva"?

- (A) También dijo que ha tenido conversaciones bastante buenas con algunas personas porque no podía usar su teléfono para evadir situaciones incómodas.
- (B) "Los adultos batallan con la naturaleza adictiva de esta tecnología, así es que hay que tener compasión por los niños que se han criado con esta tecnología", dijo Angela Coppola, maestra de historia en décimo y undécimo grados.
- (C) Coppola dijo que ella ha visto el precio que han tenido que pagar sus estudiantes por la comunicación constante.
- (D) Coppola apoyaría un esfuerzo para que los estudiantes estuvieran sin dispositivos durante el día.

2 Lea la siguiente oración de la sección "No pueden usar teléfonos hasta el final del día":

Al final del día, pasan sus fundas por estaciones magnéticas de desbloqueo ubicadas por toda la escuela.

En las siguientes opciones se ha sustituido "ubicadas" por otras palabras, ¿cuál de ellas significa LO MISMO?

- (A) Al final del día, pasan sus fundas por estaciones magnéticas de desbloqueo COLOCADAS por toda la escuela.
- (B) Al final del día, pasan sus fundas por estaciones magnéticas de desbloqueo ESCONDIDAS por toda la escuela.
- (C) Al final del día, pasan sus fundas por estaciones magnéticas de desbloqueo VISIBLES por toda la escuela.
- (D) Al final del día, pasan sus fundas por estaciones magnéticas de desbloqueo ARRINCONADAS por toda la escuela.

3 ¿Cómo demuestra el autor del artículo que el uso de la fundas Yondr es una buena idea?

- (A) Incluye las opiniones de los alumnos y los maestros.
- (B) Explica que la mayoría de los jóvenes tiene teléfono.
- (C) Demuestra que hasta los adultos son adictos a la tecnología.
- (D) Recuerda cómo eran las cosas antes de la tecnología.

4 ¿Para qué escribió el autor este artículo?

- (A) Para entretener al lector con historias de adolescentes.
- (B) Para convencer a los padres de no darles teléfonos a los adolescentes.
- (C) Para informar a los lectores de las medidas que se toman en clase.
- (D) Para asustar a los adolescentes que desbloquean a las fundas.

Lesson 5: Exam Overview & Part 1 Practice

(approximately one hour)

A. Overview of Exam (5 min.)

Educator Note: Discuss with students the various parts of the exam. They have presumably gone over the structure in their ELA classes, but it may require reinforcement. This overview emphasizes the many predictable elements of the exam. While the specific selected texts may be unknown, there are many things that stay the same from exam to exam, and students may feel less intimidated and more in control if they know what to expect.

For instance, Part 1 will reliably contain a piece each of prose fiction, poetry, and nonfiction. Refer to the chart at the beginning of the facilitator guide for a complete description of each portion of the exam.

The NYS Common Core ELA Regents exam has three sections. Let's break down what you can expect.

Part 1, Reading Comprehension, is designed to test how well you understand what you read. You will be asked to read three unconnected passages and answer a total of twenty-four multiple-choice questions about them. One passage will be prose fiction, one will be poetry, and the third will be nonfiction prose.

The goal of **Part 2, Argument**, is to see how well you are able to defend a claim using specific evidence from texts that you've read. You will be given a topic question and four relevant passages.

The final section is **Part 3, Text-Analysis Response**. This will have a passage, which may be fiction or nonfiction. You will be asked to write two to three paragraphs that break down how the author uses a specific writing technique to develop the central idea of the text.

These three sections are **not** weighted evenly, so you should **not** spend an equal amount of time on each. The majority of points (85%) are earned in the first two sections of the exam. Does this mean you should blow off Part 3? Of course not, but it does mean that you should budget more time to the more valuable Part 1 & Part 2.

SECTION	Part 1: Reading Comprehension	Part 2: Argument	Part 3: Text Analysis
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SUGGESTED TIME	60 min.	90 min.	30 min.
TEXTS TO READ	3 texts; ~2,600 words total; literary text, poem, and informational text	4 texts; ~2,600 words total; 4 informational texts	1 text; ~1,000 words; either a literature text or an informational text
TASK	Respond to 24 multiple-choice questions.	Write a source-based argument using the texts as their sources. Students must specifically cite at least three of the texts.	Write a 2-3 paragraph expository essay identifying the text’s central and explaining the author’s use of one writing strategy in developing this central idea.
RAW VS WEIGHTED POINTS	24 24	6 24	4 8

B. Part 1 Strategy (40 min.)

Important Reminders for Part 1

Educator Note: Make sure students understand each of them via discussion.

- You should budget approximately an hour for this section.
- Don’t leave any questions blank! You don’t lose any points for wrong answers, so it’s always worth putting your best guess down.
- There is not any connection in the topics of the three passages.
- Usually, you will have only a handful of questions about the poetry selection, so if poetry is a genre that intimidates you, don’t stress!

Part 1 Suggested Procedure

Educator Note: Guide students through each step of the recommended procedure. The provided January 2019 exam is already annotated as an example.

Some teachers/districts have their own recommended process for marking, annotating multiple-choice questions and text. Use that when possible. Otherwise, you can use this system.

Make sure that students do not skip any steps. Even if the system seems tedious, it encourages students to approach the questions and texts in a systematic way that boosts their chances of selecting the correct answer.

1. Annotate the questions.
 - a. Underline the line, stanza, or paragraph number specified in each question.
 - b. Circle any key words or phrases.
2. Annotate the text.
 - a. Draw a box around the sections referred to by each question.
 - b. Next to each box, note the question number and write any key words you circled.
 - c. Circle any words defined in the footnotes; write a short definition in the margins.
3. Skim through the text, including the introductory blurb.
4. Answer the questions.
 - a. Read through the text, stopping as you reach each boxed-in section and referring back to the question.
 - b. Eliminate at least two of the four options.
 - c. Choose the remaining option you think *best* answers the question.

Let's take a look at some actual exams. You have an annotated copy of the January 2019 version as an example, and a blank copy of June 2019 to fill out yourself.

1. Annotate the Questions

Looking at the January 2019 example

Educator Note: January 2019 ELA Regents Exam is the Annotated copy, that is pre-marked to model strategies the students can use to mark and highlight their own reading passages and questions.

What is the first thing you should do when you open your test booklet to Reading Comprehension Passage A? You might think that you should start by reading the passage. After all, it's the first thing you see.

Nope! It might seem counter-intuitive, but most teachers would agree that the best strategy is to flip immediately to the first *batch* of questions (i.e. those dealing with Passage A). Using the January 2019 exam as a model, let's look at the first question.

1. The figurative language in lines 1 and 2 creates a sense of
 - a. discomfort
 - b. fearfulness
 - c. curiosity
 - d. tranquility

You'll notice that the question refers to a specific location in the text, "lines 1 and 2". In fact, nearly every multiple choice will give you a similar *roadmap*. Don't ignore this—it tells you *exactly* where to find the answer! **Underline any line, paragraph, or stanza* numbers referred to in the question.**

*Remember, a stanza is like a "paragraph" of poetry

Practice using June 2019, Part 1

Find the first batch of questions for Passage A. Go ahead and underline any line, paragraph or stanza numbers.

You will also want to circle any key words you see in the question. What does the question seem to focus on?

(Refer to how the January 2019 example is marked, if needed.)

2. Annotate the Text

Practice using June 2019 Part 1

Box and annotate the location of each answer in Passage A.

Now, look back to the text. Using your underlined "roadmaps", draw a box around the location of each answer. In the right margin, identify which question refers to this section, and using your circled key words to help, jot a few words down to give a sense of what the question is looking for.

Circle and define each word from the footnote glossary.

Some words are defined in the footnote glossary. The footnote glossary is the collection of definitions at the bottom of the page. These are definitions to help you understand the reading passage. Locate and circle each of these words. Draw a line to the margin and write down a few words to remind yourself what the word means as you're reading the text. The left margin is preferable, since your previous annotations are to the right, but use whatever area makes the most sense given the location of the word.

3. Skim Through the Text

Now, finally, take three to five minutes to skim through the text for Passage A. Include the introduction, if there is one. Don't spend a ton of time on this reading. You'll be looking at the text in more detail shortly.

4. Answer the Questions

Once you finish your quick read-through, re-read the first question and go back to the area you boxed in for #1. As you consider these lines, try to eliminate at least two of the multiple-choice options. Look for answers that don't seem to match the ideas of the boxed lines or that appear to be unconnected to what's going on in that section of the text. If you eliminate two incorrect answers, that means you have at least a 50-50 chance of picking the correct answer!

After you cross out two answers that seem incorrect to you, choose the remaining option that you think **best** answers the question.

In short, eliminate two options from the first question. Then, choose the remaining option that you think best answers the question.

Repeat with the remaining Passage A questions.

Educator Note: Students will want to know how they did. The answer key is provided with the rest of the handouts. Decide ahead of time how you want to manage the answer key. For example, you may decide to review the correct answers at the end of each passage.

Once you complete the Passage A questions, continue on to Passage B if there is time.

Educator Note: This lesson is designed to take students through Passage A slowly. They will not have time to complete all three passages, in one session, so plan to save Passage C to review the process during Lesson 6.

Remember to collect students' responses to June 2019, Part 1. Students can use their work on Passages A and B to remember the steps, and then apply to Passage C.

During the actual exam, students should plan to spend about an hour on Part 1.

For additional practice, you can download the past ELA Regents Exams from the NYSED website at <https://www.nysedregents.org/hsela/>

If the reading level is too difficult for students, you can utilize articles and multiple-choice questions from the newsela website practice answering annotating. <https://newsela.com/>

Lesson 5: Exam Overview & Part 1 Practice

(approximately one hour)

A. Overview of Exam (5 min.)

The NYS Common Core ELA Regents exam has three sections. Let's break down what you can expect.

Part 1, Reading Comprehension, is designed to test how well you understand what you read. You will be asked to read three unconnected passages and answer a total of twenty-four multiple-choice questions about them. One passage will be prose fiction, one will be poetry, and the third will be nonfiction prose.

The goal of **Part 2, Argument**, is to see how well you are able to defend a claim using specific evidence from texts that you've read. You will be given a topic question and four relevant passages.

The final section is **Part 3, Text-Analysis Response**. This will have a passage, which may be fiction or nonfiction. You will be asked to write two to three paragraphs that break down how the author uses a specific writing technique to develop the central idea of the text.

These three sections are **not** weighted evenly, so you should **not** spend an equal amount of time on each. The majority of points (85%) are earned in the first two sections of the exam. Does this mean you should blow off Part 3? Of course not, but it does mean that you should budget more time to the more valuable Part 1 & Part 2.

SECTION	Part 1: Reading Comprehension	Part 2: Argument	Part 3: Text Analysis
SUGGESTED TIME	60 min.	90 min.	30 min.
TEXTS TO READ	3 texts; ~2,600 words total; literary text, poem, and informational text	4 texts; ~2,600 words total; 4 informational texts	1 text; ~1,000 words; either a literature text or an informational text
TASK	Respond to 24 multiple-choice questions.	Write a source-based argument using the texts as their sources.	Write a 2-3 paragraph expository essay identifying the text's central and

		Students must specifically cite at least three of the texts.	explaining the author's use of one writing strategy in developing this central idea.
RAW VS WEIGHTED POINTS	24 24	6 24	4 8

B. Part 1 Strategy (40 min.)

Important Reminders for Part 1

- You should budget approximately an hour for this section.
- Don't leave any questions blank! You don't lose any points for wrong answers, so it's always worth putting your best guess down.
- There is not any connection in the topics of the three passages.
- Usually, you will have only a handful of questions about the poetry selection, so if poetry is a genre that intimidates you, don't stress!

Part 1 Suggested Procedure

1. Annotate the questions.
 - a. Underline the line, stanza, or paragraph number specified in each question.
 - b. Circle any key words or phrases.
2. Annotate the text.
 - a. Draw a box around the sections referred to by each question.
 - b. Next to each box, note the question number and write any key words you circled.
 - c. Circle any words defined in the footnotes; write a short definition in the margins.
3. Skim through the text, including the introductory blurb.
4. Answer the questions.
 - a. Read through the text, stopping as you reach each boxed-in section and referring back to the question.
 - b. Eliminate at least two of the four options.
 - c. Choose the remaining option you think *best* answers the question.

Let's take a look at some actual exams. You have an annotated copy of the January 2019 version as an example, and a blank copy of June 2019 to fill out yourself.

1. Annotate the Questions

Looking at the January 2019 example

What is the first thing you should do when you open your test booklet to Reading Comprehension Passage A? You might think that you should start by reading the passage. After all, it's the first thing you see.

Nope! It might seem counter-intuitive, but most teachers would agree that the best strategy is to flip immediately to the first *batch* of questions (i.e. those dealing with Passage A). Using the January 2019 exam as a model, let's look at the first question.

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 - a. discomfort
 - b. fearfulness
 - c. curiosity
 - d. tranquility

You'll notice that the question refers to a specific location in the text, "lines 1 and 2". In fact, nearly every multiple choice will give you a similar *roadmap*. Don't ignore this—it tells you *exactly* where to find the answer! **Underline any line, paragraph, or stanza* numbers referred to in the question.**

*Remember, a stanza is like a "paragraph" of poetry

Practice using June 2019, Part 1

Find the first batch of questions for Passage A. Go ahead and underline any line, paragraph or stanza numbers.

You will also want to circle any key words you see in the question. What does the question seem to focus on?

(Refer to how the January 2019 example is marked, if needed.)

2. Annotate the Text

Practice using June 2019 Part 1

Box and annotate the location of each answer in Passage A.

Now, look back to the text. Using your underlined “roadmaps”, draw a box around the location of each answer. In the right margin, identify which question refers to this section, and using your circled key words to help, jot a few words down to give a sense of what the question is looking for.

Circle and define each word from the footnote glossary.

Some words are defined in the footnote glossary. The footnote glossary is the collection of definitions at the bottom of the page. These are definitions to help you understand the reading passage. Locate and circle each of these words. Draw a line to the margin and write down a few words to remind yourself what the word means as you’re reading the text. The left margin is preferable, since your previous annotations are to the right, but use whatever area makes the most sense given the location of the word.

3. Skim Through the Text

Now, finally, take three to five minutes to skim through the text for Passage A. Include the introduction, if there is one. Don’t spend a ton of time on this reading. You’ll be looking at the text in more detail shortly.

4. Answer the Questions

Once you finish your quick read-through, re-read the first question and go back to the area you boxed in for #1. As you consider these lines, try to eliminate at least two of the multiple-choice options. Look for answers that don’t seem to match the ideas of the boxed lines or that appear to be unconnected to what’s going on in that section of the text. If you eliminate two incorrect answers, that means you have at least a 50-50 chance of picking the correct answer!

After you cross out two answers that seem incorrect to you, choose the remaining option that you think **best** answers the question.

In short, eliminate two options from the first question. Then, choose the remaining option that you think best answers the question.

Repeat with the remaining Passage A questions.

Once you complete the Passage A questions, continue on to Passage B if there is time.

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 19 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 cash currency be eliminated?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not cash currency should be eliminated. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not cash currency should be eliminated
- 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 – Denmark Might Eliminate Paper Money: Should We Do The Same?

Text 2 – Yes, Credit Cards Are Making You a Bad Person

Text 3 – The Sinister Side of Cash

Text 4 – Cash Is Critical

Denmark Might Eliminate Paper Money: Should We Do The Same?

By next year [2016], if you walk in a restaurant or gas station in Copenhagen, you might no longer be able to pay with cash. The Danish government is considering allowing some stores to stop taking paper money. It's the next step as the country starts to get rid of cash completely: The central bank doesn't print bills or make coins anymore, many banks don't carry cash, and almost all adults have a credit or debit card.

Will places like the U.S. follow? Experts argue there are several reasons to get rid of paper money—like the fact that it might be able to help foil crime and force people to pay their taxes. In most countries, the majority of cash is used to hide secret transactions in the U.S., only about 10% to 15% of paper money is used in the legal economy. The government misses out on hundreds of billions of dollars of taxes every year—not even counting the informal economy¹—because people get paid in cash.

Still, while moving to electronic money might make things harder for criminals or tax evaders, it's unlikely to eliminate the underground economy.² "People will always find new ways to cheat," says David Wolman, author of *The End of Money*. "Most money by value is already electronic, and we all know that there's plenty of illicit³ activity involving digital money, ranging from garden-variety credit card fraud to colossal schemes orchestrated by the likes of Bernie Madoff.⁴ It's all zeros and ones."

And if the government—or potentially hackers—can track where people are spending money, that poses obvious challenges for privacy. "The privacy issue is enormous," says Wolman. "We should be fighting for it in the already-very-digital present, let alone worrying about it in the highly hypothetical cashless future. But the fact is that no monetary system is perfectly safe. The issue is reducing risk and perceived risk sufficiently so that consumers/citizens feel comfortable enough using that system."

Getting rid of cash does have other benefits. In Denmark, the move to let some stores stop using it was motivated by the fact that it costs those businesses money (it's worth noting that for now, even if the new proposal passes, places like hospitals and grocery stores will still have to accept paper bills). It's also obviously insecure: In the U.S., retailers lose around \$40 billion a year because of the theft of cash (banks lose another \$30 million or so in robberies).

Without paper currency, it's also easier for governments to change fiscal policy.⁵ Denmark already has negative interest rates; if you put money in the bank, you pay a fee. That helps encourage people to either spend money, or invest it. (Cash spoils this plan, since people can decide to hide it under a mattress and ignore the government's interest rates.) ...

It would probably take at least a decade before the U.S. could be truly cashless, he [Wolman] says. But along the way, we could take steps like getting rid of low-value coins like pennies and nickels (which cost more to produce than their face value), and eliminating high-value bills like \$100s.

¹informal economy — a system of trade or economic exchange used outside state-controlled or money-based transactions

²underground economy — the part of a country's economic activity that is unrecorded and untaxed by its government

³illicit — illegal

⁴Bernie Madoff — an American financier who defrauded thousands of investors of tens of billions of dollars

⁵fiscal policy — the means by which government adjusts its spending levels and tax rates to monitor and influence a nation's economy

secret transactions

new ways to cheat

privacy

other benefits

40 “Some 70% of 100-dollar bills already reside overseas,” says Wolman. “Get rid of them because they’re not doing what cash is supposed to do, which is facilitate commerce. In 1969, the \$500, \$1,000, and \$5,000 notes were formally discontinued. Why? To impede crime. We should do the same with the \$100.” ...

—Adele Peters
excerpted and adapted from “Denmark Might Eliminate Paper Money:
Should We Do The Same?”
www.fastcoexist.com, May 21, 2015

Yes, Credit Cards Are Making You a Bad Person

The cashless society — a world where physical money is practically obsolete — has, in just a few years, gone from a utopian dream to something like an inevitability. In Sweden, a national effort is underway to take the country cashless within two decades. Throughout Africa, it's perfectly common for merchants to accept money through mobile phones by having buyers transfer a specific amount of money to a specific number associated with the merchant.

In the U.S., the road to cashlessness is paved in plastic (glass, too¹). In the 1970s, fewer than 20 percent of the adult population owned a credit card. Today, between 70 and 80 percent of the adult population does. In some cities, being forced to pay with cash already feels like a precious anachronism² (“What do you mean I have to *count the money* before extending my arm to the register?”).

The world of economic research has tried to keep pace with the plastic revolution, producing hundreds of reports on how MasterCard, Visa, and AmEx change our relationship to money and ourselves. The logic of credit is fairly simple. People rarely spend exactly what they earn, exactly when they earn it. With savings, we pass today's earnings to the future. With credit, we pull expected future earnings into today. ...

The typical knock on credit cards is that they're too effective at letting us buy stuff. Cash and coins must be considered, handled, counted, organized, re-counted, negotiated into the small space of a palm, and delivered cleanly to a merchant. Each of these verbs represents an inconvenience — a point of friction. But a card is just a card. Pull, swipe, finished. It's so easy to spend whatever we want.

Too easy, actually. Research has shown that people who own more credit cards spend more over all; more in specific stores; more at restaurants; more on tips at restaurants ... literally, there are hundreds of studies on the effect of credit cards on spending, and the vast majority of them find that, all things equal, we put more on plastic. ...

The downside of counting money is that it takes time and effort. The upside is that it takes time and effort. That makes it more memorable. Cards make us forget we're dealing with money. They create “an illusion of liquidity,”³ wrote Dilip Soman, a professor at the University of Colorado at Boulder, that makes consumers confuse the *ability* to spend money and the *means*⁴ to spend money. When paying with plastic, buyers have a tendency to outsource their mindfulness to the card. As a result, they were less likely to remember details about their purchases and more likely to buy additional items.

The “pain” of paying with cash has a hidden benefit. It makes it harder to quickly capitulate⁵ to indulgences. Credit cards “weaken impulse control.” Manoj Thomas, Kalpesh Kaushik Desai, and Satheshkumar Seenivasan found in a 2011 paper published in the *Journal of Consumer Research*. “Consequently, consumers are more likely to buy unhealthy food products when they pay by credit card than when they pay in cash.” Studying the contents of shopping baskets, the three economists found that shoppers with credit cards bought a larger share of food items they had ranked as unhealthy. In this way, the

¹glass, too — the use of smart phones for buying and selling goods and services

²anachronism — something that is not in its correct historical or chronological time

³liquidity — the availability of cash money

⁴means — financial resources

⁵capitulate — surrender

Credit cards
change
relationship

too effective

pp1 spend
more w/ C

CCs make
forget

impulse control

40 permissiveness of credit cards weakens consumers' judgment in more subtle ways than total amount spent. ...

- Derek Thompson
excerpted from "Yes, Credit Cards Are Making You a Bad Person"
www.theatlantic.com, June 12, 2013

Yes
less cash

The Sinister Side of Cash

When I tell people that I have been doing research on why the government should drastically scale back the circulation of cash—paper currency—the most common initial reaction is bewilderment. Why should anyone care about such a mundane topic? But paper currency lies at the heart of some of today's most intractable¹ public-finance and monetary problems. Getting rid of most of it—that is, moving to a society where cash is used less frequently and mainly for small transactions—could be a big help.

There is little debate among law-enforcement agencies that paper currency, especially large notes such as the U.S. \$100 bill, facilitates crime: racketeering, extortion, money laundering, drug and human trafficking, the corruption of public officials, not to mention terrorism. There are substitutes for cash—cryptocurrencies,² uncut diamonds, gold coins, prepaid cards—but for many kinds of criminal transactions, cash is still king. It delivers absolute anonymity, portability, liquidity and near-universal acceptance. It is no accident that whenever there is a big-time drug bust, the authorities typically find wads of cash.

Crime

Cash is also deeply implicated in tax evasion, which costs the federal government some \$500 billion a year in revenue. According to the Internal Revenue Service, a lot of the action is concentrated in small cash-intensive businesses, where it is difficult to verify sales and the self-reporting of income. By contrast, businesses that take payments mostly by check, bank card or electronic transfer know that it is much easier for tax authorities to catch them dissembling.³ Though the data are much thinner⁴ for state and local governments, they too surely lose big-time from tax evasion, perhaps as much as \$200 billion a year.

tax eva

Obviously, scaling back cash is not going to change human nature, and there are other ways to dodge taxes and run illegal businesses. But there can be no doubt that flooding the underground economy with paper currency encourages illicit behavior. ...

To be clear, I am proposing a "less-cash" society, not a cashless one, at least for the foreseeable future. The first stage of the transition would involve very gradually phasing out large denomination bills that constitute the bulk of the currency supply. Of the more than \$4,200 in cash that is circulating outside financial institutions for every man, woman and child in the U.S., almost 80% of it is in \$100 bills. In turn, \$50 and \$20 bills would also be phased out, though \$10s, \$5s and \$1s would be kept indefinitely. Today these smaller bills constitute just 3% of the value of the currency supply. ...

less-cash society

If cash is so bad, why retain small bills of \$10 and under? For one thing, cash still accounts for more than half of retail purchases under \$10, though the share fades off sharply as payment size rises, with debit cards, credit cards, electronic transfers and checks all far more important than cash for (legal, tax-compliant) payments over \$100. ...

Retaining small notes alleviates a host of problems that might arise if cash were eliminated entirely. For example, cash is still handy if a hurricane or natural disaster knocks out the power grid. Most disaster-preparation manuals call for people to keep some cash on hand, warning that ATMs [automated teller machines] might be paralyzed.

disaster-

But times are changing. Nowadays, cell towers and large retail stores typically have backup generators, allowing them to process bank cards during a power outage. And there

¹intractable — not easily controlled

²cryptocurrencies — digital currencies

³dissembling — concealing financial transactions

⁴thinner — less informative

are always checks. In due time, smartphone technology is likely to overtake all other media, and one can always keep a spare charging cell for emergencies.

45 Perhaps the most challenging and fundamental objection to getting rid of cash has to do with privacy—with our ability to spend anonymously. But where does one draw the line between this individual right and the government’s need to tax and regulate and to enforce the law? Most of us wouldn’t want to clamp down on someone’s right to make the occasional \$200 purchase in complete privacy. But what about a \$50,000 car or a \$1 million apartment? We should be able to reduce the problems I’ve described here while also ensuring that ordinary people can still use small bills for convenience in everyday transactions. ...

privacy

50 In sum, there are many issues to take into account, but if done gradually and properly, the balance of arguments is distinctly in favor of becoming a society that depends much less on cash. ...

—Kenneth S. Rogoff
excerpted and adapted from “The Sinister Side of Cash”
www.wsj.com, August 25, 2016

No

keep cash

Cash Is Critical

...Cash is under attack in the United States, and elsewhere around the world. The very idea of physical currency is being challenged by businesses and intellectuals alike. But they couldn't be more wrong. ...

5 Of course, the digital age is something to embrace, and new ways of paying will continue to be introduced. But Americans need to recognize the risks and benefits of different payment instruments, and know that the banknote itself is a technology that remains a necessary part of our financial security – personally, nationally and internationally. Banknotes are convenient and universally accepted, and they offer unparalleled privacy as a payment instrument.

convenient + private

10 At a personal level, cash enables people to manage their financial security themselves. There are risks associated with storing cash, but each person can manage those risks by limiting the amount they carry with them or keep at home. You can lose the cash in your wallet, but no other part of your financial security is at risk.

financial security

No → 15 The risks associated with electronic payment instruments are far more diverse and severe. Losing your credit cards or being the victim of digital hackers can lead to a whole host of problems including denied payment, card theft, card skimming,¹ identity theft, account takeover, fraudulent transactions and data breaches. According to the digital security company Gemalto, more than 1 billion personal records were compromised in 2014.

risks w/ electronic pay

20 Each of those incidents leads to countless hours of dealing with financial institutions and law enforcement to try to gain access back to accounts, redress² fraudulent activity and reclaim one's own identity.

25 At a national level, the benefits of using cash far outweigh the risks, too. Counterfeiting is a risk associated with banknotes, although one that is much smaller than in popular imagination. In 2013, the U.S. Secret Service recovered approximately \$156 million in counterfeit U.S. currency, compared to a total circulation of just under \$1.2 trillion.

counterfeiting

No → Large numbers of banknotes are hard to transport, conceal and use without detection. Cash seizure is a prominent law enforcement tool and one that can hit criminals hard. Indeed, if you are a serious criminal, you avoid using cash. You'd rather hide your money in an offshore bank account than store large numbers of banknotes.

cash seizure + criminals

30 But the benefits of currency for national security aren't limited to law enforcement. Cash has repeatedly demonstrated its importance in times of crisis. When natural disasters knock out an electrical grid for days or even weeks, cash is a saving grace for residents to obtain critical supplies. ...

natural disasters

No → 35 Internationally, cash has become a key target in the fight against terrorism. When there is actionable intelligence on where terrorists keep their cash, the military can strike and destroy those locations and put a significant dent in the terror groups' ability to operate. ...

terrorism

Cash means security to so many, whether in a wallet or on a battlefield. But the attacks on banknotes are misguided and ignore the reasons why they are ubiquitous³ and necessary.

¹card skimming - illegally collecting data from the magnetic stripe of a credit, debit or ATM card

²redress - repair

³ubiquitous - existing everywhere

40 When you add the personal, national and international security benefits to cash's inherent other attributes, banknotes should be seen as the foundational payment instrument of the future, not just of the past.

—Guillaume Lepecq
excerpted from "Cash Is Critical"
www.usnews.com, April 14, 2016

Evidence T-Chart Example

Yes Get rid of cash

No Keep Cash

Text 1

(Text 1, line 8) → secret transactions
 (Text 1, lines 27-28) → insecure
 (Text 1, line 29) → easy to change policy

(Text 1, lines 12-13) → new ways to cheat
 (Text 1, lines 18-19) → privacy

Text 2

(Text 2, lines 22-23) → spend more
 (Text 2, lines 27-28) → forget \$
 (Text 2, line 34) → impulse control

Text 3

(Text 3, line 11) → crime
 (Text 3, line 14) → tax evasion

(Text 3, lines 36-37) → disaster prep

Text 4

(Text 4 lines 8-9) → convenient + private
 (Text 4, line 14) → risks w/ e-payments
 (Text 4, line 27) → cash seizures + crime
 (Text 4, lines 30-31) → natural disasters

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Wednesday, June 19, 2019 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

When Marvin was ten years old, his father took him through the long, echoing corridors that led up through Administration and Power, until at last they came to the uppermost levels of all and were among the swiftly growing vegetation of the Farmlands. Marvin liked it here: it was fun watching the great, slender plants creeping with almost visible eagerness
5 towards the sunlight as it filtered down through the plastic domes to meet them. The smell of life was everywhere, awakening inexpressible longings in his heart: no longer was he breathing the dry, cool air of the residential levels, purged of all smells but the faint tang of ozone. He wished he could stay here for a little while, but Father would not let him. They went onwards until they had reached the entrance to the Observatory, which he had never
10 visited: but they did not stop, and Marvin knew with a sense of rising excitement that there could be only one goal left. For the first time in his life, he was going Outside.¹

There were a dozen of the surface vehicles, with their wide balloon tyres [tires] and pressurized cabins, in the great servicing chamber. His father must have been expected, for they were led at once to the little scout car waiting by the huge circular door of the airlock.
15 Tense with expectancy, Marvin settled himself down in the cramped cabin while his father started the motor and checked the controls. The inner door of the lock slid open and then closed behind them: he heard the roar of the great air-pumps fade slowly away as the pressure dropped to zero. Then the ‘Vacuum’ sign flashed on, the outer door parted, and before Marvin lay the land which he had never yet entered.

He had seen it in photographs, of course: he had watched it imaged on television screens a hundred times. But now it was lying all around him, burning beneath the fierce sun that crawled so slowly across the jet-black sky. He stared into the west, away from the blinding splendour of the sun — and there were the stars, as he had been told but had never quite believed. He gazed at them for a long time, marvelling that anything could be so bright
25 and yet so tiny. They were intense unscintillating² points, and suddenly he remembered a rhyme he had once read in one of his father’s books:

Twinkle, twinkle, little star,
How I wonder what you are.

Well, he knew what the stars were. Whoever asked that question must have been very
30 stupid. And what did they mean by ‘twinkle’? You could see at a glance that all the stars shone with the same steady, unwavering light. He abandoned the puzzle and turned his attention to the landscape around him.

They were racing across a level plain at almost a hundred miles an hour, the great balloon tyres sending up little spurts of dust behind them. There was no sign of the Colony:
35 in the few minutes while he had been gazing at the stars, its domes and radio towers had fallen below the horizon. Yet there were other indications of man’s presence, for about a mile ahead Marvin could see the curiously shaped structures clustering round the head of

¹Outside — the part of the Moon outside of Marvin’s space habitat

²unscintillating — not sparkling

a mine. Now and then a puff of vapour would emerge from a squat smoke-stack and would instantly disperse.

40 They were past the mine in a moment: Father was driving with a reckless and exhilarating skill as if — it was a strange thought to come into a child’s mind — he was trying to escape from something. In a few minutes they had reached the edge of the plateau on which the Colony had been built. The ground fell sharply away beneath them in a dizzying slope whose lower stretches were lost in shadow. Ahead, as far as the eye could reach, was a jumbled wasteland of craters, mountain ranges, and ravines. The crests of the mountains, catching the low sun, burned like islands of fire in a sea of darkness: and above them the stars still shone as steadfastly as ever. ...

And now on the right was a wrinkled, dusty plain, and on the left, its ramparts and terraces rising mile after mile into the sky, was a wall of mountains that marched into the distance until its peaks sank from sight below the rim of the world. There was no sign that men had ever explored this land, but once they passed the skeleton of a crashed rocket, and beside it a stone cairn³ surmounted by a metal cross. ...

50 The sun was now low behind the hills on the right: the valley before them should be in total darkness. Yet it was awash with a cold white radiance that came spilling over the crags beneath which they were driving. Then, suddenly, they were out in the open plain, and the source of the light lay before them in all its glory.

55 It was very quiet in the little cabin now that the motors had stopped. The only sound was the faint whisper of the oxygen feed and an occasional metallic crepitation⁴ as the outer walls of the vehicle radiated away their heat. For no warmth at all came from the great silver crescent that floated low above the far horizon and flooded all this land with pearly light. It was so brilliant that minutes passed before Marvin could accept its challenge and look steadfastly into its glare, but at last he could discern the outlines of continents, the hazy border of the atmosphere, and the white islands of cloud. And even at this distance, he could see the glitter of sunlight on the polar ice.

60 It was beautiful, and it called to his heart across the abyss of space. There in that shining crescent were all the wonders that he had never known — the hues of sunset skies, the moaning of the sea on pebbled shores, the patter of falling rain, the unhurried benison⁵ of snow. These and a thousand others should have been his rightful heritage, but he knew them only from the books and ancient records, and the thought filled him with the anguish of exile.

65 Why could they not return? It seemed so peaceful beneath those lines of marching cloud. Then Marvin, his eyes no longer blinded by the glare, saw that the portion of the disk that should have been in darkness was gleaming faintly with an evil phosphorescence: and he remembered. He was looking upon the funeral pyre⁶ of a world — upon the radioactive aftermath of Armageddon.⁷ Across a quarter of a million miles of space, the glow of dying atoms was still visible, a perennial reminder of the ruined past. It would be centuries yet before that deadly glow died from the rocks and life could return again to fill that silent, empty world. ...

³cairn — memorial

⁴crepitation — crackling sound

⁵benison — blessing

⁶pyre — bonfire

⁷Armageddon — a catastrophic battle

80 So, at last, Marvin understood the purpose of this pilgrimage. He [his father] would
never walk beside the rivers of that lost and legendary world, or listen to the thunder raging
above its softly rounded hills. Yet one day — how far ahead? — his children’s children
would return to claim their heritage. The winds and the rains would scour the poisons from
the burning lands and carry them to the sea, and in the depths of the sea they would waste
85 their venom until they could harm no living things. Then the great ships that were still
waiting here on the silent, dusty plains could lift once more into space, along the road that
led to home. ...

—Arthur C. Clarke
excerpted and adapted from “If I Forget Thee, Oh Earth...”
Expedition to Earth, 1999
Orbit

- | | |
|--|---|
| <p>1 The images in the first paragraph serve to</p> <ul style="list-style-type: none">(1) create a sense of solitude(2) illustrate the randomness of nature(3) create a feeling of anticipation(4) illustrate the importance of family <p>2 Lines 12 through 19 establish</p> <ul style="list-style-type: none">(1) Marvin’s misgivings about going Outside(2) the inhospitable conditions of Outside(3) Father’s fears about traveling Outside(4) the unpleasant sensations of Outside <p>3 The statement “it was a strange thought to come into a child’s mind” (line 41) signals</p> <ul style="list-style-type: none">(1) a change in Marvin’s understanding(2) Marvin’s growing embrace of the unknown(3) Marvin’s objection to his father’s behavior(4) a chance for Marvin’s rescue <p>4 The phrase “jumbled wasteland of craters, mountain ranges, and ravines” (line 45) reveals the</p> <ul style="list-style-type: none">(1) futility of the Colony(2) desolation of the Outside(3) uncertainty of Marvin’s future(4) loneliness of Marvin’s past | <p>5 The “glare” described in lines 62 and 72 represents Marvin’s</p> <ul style="list-style-type: none">(1) romantic vision of the Earth(2) obsession with the Earth’s past(3) vague memory of the Earth(4) faith in the Earth’s restoration <p>6 Lines 68 through 70 emphasize Marvin’s</p> <ul style="list-style-type: none">(1) sense of deprivation(2) appreciation of his situation(3) fear of destruction(4) recollection of his childhood <p>7 The details in lines 72 through 75 confirm the Earth has been damaged by</p> <ul style="list-style-type: none">(1) climate change(2) cosmic instability(3) human actions(4) natural occurrences <p>8 The images in lines 82 through 84 convey feelings of</p> <ul style="list-style-type: none">(1) fear and disappointment(2) cleansing and renewal(3) preservation and protection(4) confusion and impatience |
|--|---|

9 Which lines best capture Marvin’s understanding of his father’s perspective?

- (1) “Tense with expectancy, Marvin settled himself down in the cramped cabin while his father started the motor and checked the controls” (lines 15 and 16)
 - (2) “They were intense unscintillating points, and suddenly he remembered a rhyme he had once read in one of his father’s books” (lines 25 and 26)
 - (3) “In a few minutes they had reached the edge of the plateau on which the Colony had been built” (lines 42 and 43)
 - (4) “He [his father] would never walk beside the rivers of that lost and legendary world, or listen to the thunder raging above its softly rounded hills” (lines 79 through 81)
-

Reading Comprehension Passage B

This Life

My grandmother told me there'd be good days
to counter the dark ones,
with blue skies in the heart as far
as the soul could see. She said

5 you could measure a life in as many ways
as there were to bake a pound cake,
but you still needed real butter and eggs
for a good one—pound cake, that is,
but I knew what she meant. She was always

10 talking around corners like that;
she knew words carried their treasures
like a grape clusters around its own juice.
She loved words; she thought a book
was a monument to the glory of creation

15 and a library ... well, sometimes
just trying to describe Jubilation
will get you a bit tongue, so let's
leave it at that. But my grandmother
was nobody's fool, and she'd tell anybody

20 smart enough to listen. Don't let a little pain
stop you; try as hard as you can
every minute you're given or else
sit down and shut-up—though in her opinion,
keeping quiet in noisy times was a sin

25 against everything God and democracy
intended us for. I know she'd like
where I'm standing right now. She'd say
a man who could measure his life in deeds
was larger inside than the vessel that carried him;

30 she'd say he was a cluster of grapes.
My grandmother was only four feet ten
but when she entered a room, even the books
came to attention. Giants come in all sizes:
Sometimes a moment is a monument;

35 sometimes an institution breathes—
like a library. Like this halcyon¹ day.

—Rita Dove
from *The Poets Laureate Anthology*, 2010
W. W. Norton & Company, Inc.

¹halcyon — peaceful

- 10 Lines 1 through 4 establish the grandmother's
- (1) questioning nature
 - (2) vivid imagination
 - (3) cautious attitude
 - (4) optimistic outlook
- 11 The figurative language in lines 9 and 10 highlights the grandmother's
- (1) desire to avoid conflicts
 - (2) tendency to keep secrets
 - (3) strategy to impart wisdom
 - (4) ability to create humor
- 12 Which phrase from the poem clarifies the narrator's statement in line 30?
- (1) "there'd be good days" (line 1)
 - (2) "smart enough to listen" (line 20)
 - (3) "measure his life in deeds" (line 28)
 - (4) "sometimes an institution breathes" (line 35)
- 13 The personification in lines 32 and 33 emphasizes the grandmother's
- (1) small size
 - (2) commanding presence
 - (3) family history
 - (4) successful career
- 14 The overall tone of the poem can best be described as
- (1) objective
 - (2) skeptical
 - (3) respectful
 - (4) critical
-

Reading Comprehension Passage C

Texting isn't the first new technology blamed for ruining communication and common courtesy.

Is text-messaging driving us apart? These days, we talk to each other a lot with our thumbs—mashing out over six billion text messages a day in the United States, and likely a few billion more on services like WhatsApp and Facebook Messenger.

But some worry that so much messaging leads, paradoxically, to less communication. When Sherry Turkle, the MIT clinical psychologist and author, interviewed college students, they said texting was causing friction in their face-to-face interactions. While hanging out with friends they'd be texting surreptitiously at the same time, pretending to maintain eye contact but mentally somewhere else. The new form of communication was fun, sure, but it was colliding with—and eroding—the old one.

“Our texts are fine,” as one student said. “It’s what texting does to our conversations when we are together that’s the problem.” ...

New technologies often unsettle the way we relate to one another, of course. But social ruptures caused by texting have a strong echo in the arguments we had a hundred years ago. That’s when a newfangled appliance gave us a strange new way to contact one another en masse:¹ the telephone. ...

At first, the telephone was marketed mainly as a tool for business. Physicians and drugstores bought them to process orders, and business owners installed them at home so they could be quickly reached. The phone, proclaimed early ad copy, gave business leaders an ESP-like “sixth sense”² of their far-flung operations. ...

Nonetheless, the telephone quickly gave birth to curious new forms of socializing. Callers arranged regular weekly “visiting” calls, dialing remote family to catch up on news. “Distance rolls away and for a few minutes every Thursday night the familiar voices tell the little family gossip that both are so eager to hear,” a Bell ad cooed in 1921.

Phone companies even boasted that the phone was an improvement over that stodgy, low-fi communication, the letter. “Correspondence will help for a time, but friendships do not flourish for long on letters alone,” a 1931 Bell sales manual noted. “When you can’t visit in person, telephone periodically. Telephone calls will keep up the whole intimacy remarkably well.”

Soon, though, social critics began to wonder: Was all this phone chatter good for us? Was it somehow a lesser form of communication than what had come before? “Does the telephone make men more active or more lazy?” wondered the Knights of Columbus in a 1926 meeting. “Does the telephone break up home life and the old practice of visiting friends?”

Others worried that the inverse would occur—that it would be so easy to talk that we’d never leave each other alone. “Thanks to the telephone, motor-car and such-like inventions, our neighbors have it in their power to turn our leisure into a series of interruptions,” complained an American professor in 1929. And surely it couldn’t be healthy to talk to each other so much. Wouldn’t it create Too Much Information [TMI]?

“We shall soon be nothing but transparent heaps of jelly to each other,” a London writer moaned in 1897. Others fretted that the telephone sped up life, demanding instant reactions. “The use of the telephone gives little room for reflection,” wrote a British

¹en masse — in a group at the same time

²ESP-like “sixth sense” — heightened intuition

newspaper in 1899. “It does not improve the temper, and it engenders a feverishness in the ordinary concerns of life which does not make for domestic happiness and comfort.”

45 Perhaps the strangest thing was being in the room while a friend talked to someone else—someone outside the room. In 1880, Mark Twain wrote “A Telephonic Conversation,” transcribing the half-a-conversation as he listened to his wife on the phone. To the observer, as the skit pointed out, a telephone call sounded like disjointed nonsense. Even phone companies worried about whether the device created new forms of rude behavior; a 1910 Bell ad warned about “Dr. Jekyll and Mr. Hyde at the Telephone.” ...

50 Indeed, some believed the phone improved our social behavior, because it forced a listener to pay closer attention to a speaker. Devoid of visual signals, we must be “all ears and memory,” a pundit³ wrote in 1915: “The mind cannot wander.” Plus, by eradicating distance, wouldn’t the phone reduce misunderstanding? War, even? “Someday we will build up a world telephone system making necessary to all peoples the use of a common language, or common understanding of languages, which will join all the people of the earth into one brotherhood,” gushed John J. Carty, AT&T chief engineer, in 1907.

55 These utopian⁴ views, of course, were wildly optimistic. But the gloomy views of pessimists, as [author, Claude] Fischer notes, didn’t come true either. Even Emily Post, the etiquette expert, came around to the telephone. By the 1920s, she’d accepted “Hello” as a suitable greeting, and even thought it was acceptable to invite someone to dinner with a call. “Custom which has altered many ways and manners has taken away all opprobrium⁵ from the message,” she shrugged.

60 Nowadays, the telephone call seems like a quaint throwback to a gentler era. When Jenna Birch, the journalist, started dating a man who insisted on calling her on the phone, she found it warm and delightful—though her friends thought the behavior odd. Phone calls now seem retro.⁶

70 Academics have observed this shift, too. “My students just do not think of the phone as a mechanism of vocal interaction—they think of that as very rare,” says John Durham Peters, a communication professor at the University of Iowa, and author of *Speaking Into the Air*. He doesn’t think the shift to texting has degraded our interactions, though. By the middle of the 20th century, studies found that the telephone appeared not to have eroded social contact—indeed, some research found those with phones wrote more old-fashioned letters than those without. Similarly, modern surveys by the Pew Research Center have found that teenagers who text the most are also those who spend the most time face to face with friends. Communication, it seems, begets more communication, and—as Peters argues—just because talk happens in text doesn’t mean it’s not meaningful.

75 “Media scholars,” he notes, “have this long romance with ‘conversation’ as the cure to the disease of media.”

80 Still, it’s not hard to be dispirited⁷ by the divided attention so many of Turkle’s subjects bemoaned in their lives. Indeed, Michèle Martin, of Carleton, thinks we’re living through a replay of the telephone, where the things that made it valuable—instant communications—are the same that made it annoying. “People believe they are liberated

³pundit — an expert who shares opinions with the public

⁴utopian — idealistic

⁵opprobrium — disgrace

⁶retro — dated

⁷dispirited — discouraged

because they can bring the mobile phone everywhere,” Martin says. “But at the same time they are slaves to it.”

85 The poet Carl Sandburg captured that dissonance in a 1916 poem about the telephone. He imagined a telephone wire being aware of the disparate⁸ uses to which it was being put—coursing with conversations both deep and frivolous. “It is love and war and money; it is the fighting and the tears, the work and want / Death and laughter of men and women passing through me, carrier of your speech.”

—Clive Thompson
excerpted and adapted from “OMG! We’ve Been Here B4”
Smithsonian, March 2016

⁸disparate — varying

- | | |
|--|---|
| <p>15 The first paragraph of the text serves to</p> <ul style="list-style-type: none">(1) highlight the prevalence of texting(2) stress the benefits of texting(3) explain the origins of texting(4) support the abolition of texting <p>16 As used in line 7, the word “surreptitiously” most nearly means</p> <ul style="list-style-type: none">(1) politely(2) boldly(3) secretly(4) earnestly <p>17 The details in lines 16 through 19 reveal that the telephone was initially</p> <ul style="list-style-type: none">(1) associated with the supernatural(2) not considered very useful(3) often blamed for worker illness(4) not used for social purposes <p>18 The use of the word “cooed” (line 23) implies that telephone advertisers were</p> <ul style="list-style-type: none">(1) helpful and patient(2) strategic and persuasive(3) childish and inconsiderate(4) sarcastic and relentless | <p>19 Lines 29 through 38 illustrate society’s</p> <ul style="list-style-type: none">(1) enthusiasm about using new technology(2) dependence on those proficient in new technology(3) grasp of the significance of new technology(4) concern about the impact of new technology <p>20 The figurative language in line 39 implies that telephone use would cause people to</p> <ul style="list-style-type: none">(1) lose self-confidence and motivation(2) lack substance and individuality(3) attract danger and adversity(4) become narrow-minded and uninformed <p>21 The statements from a Bell ad (lines 48 and 49) and the AT&T chief engineer (lines 55 and 56) offer</p> <ul style="list-style-type: none">(1) contrasting perspectives on the potential effects of the telephone(2) strong support for the growing popularity of the telephone(3) alternative options for communicating with family members(4) insightful evaluation of the importance of long-distance conversations |
|--|---|

- 22 The “utopian views” of the early 1900s (line 57) suggested that telephone use could
- (1) improve local commerce
 - (2) encourage language studies
 - (3) promote global unity
 - (4) influence community values

- 23 The information about Emily Post (lines 58 through 62) contributes to a central idea that
- (1) rules of proper behavior can be confusing
 - (2) norms of good conduct are universal
 - (3) concepts of politeness can evolve over time
 - (4) conventions of salutation depend on status

- 24 The quotations in lines 82 through 84 reflect a sense of
- (1) bias
 - (2) irony
 - (3) suspense
 - (4) resolution

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 13 through 20 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 pets be allowed in the workplace?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not pets should be allowed in the workplace. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not pets should be allowed in the workplace
- 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 – Do Pets in the Workplace Improve Morale?

Text 2 – Why Pets in the Workplace May Not Be As Great As You Thought

Text 3 – Why a Pet-Friendly Office May Be the Key to Employee Satisfaction

Text 4 – Don't Bring Your Dog to Work

Text 1

Do Pets in the Workplace Improve Morale?

Human resource managers are always looking for ways to improve morale and create a more appealing workplace culture. The popularity of the recent film release “The Secret Life of Pets” [2016] underscores the love we Americans have for our pets. In fact, around 65 percent of U.S. households are home to at least one pet. The majority of these are dogs and cats. ...

5 The benefits of being around animals have inspired human resource personnel and other business decision makers to allow pets in the workplace. The top motive for making this allowance is the stress-reducing effect that animals bring. Employees who are less stressed at work are more productive and miss fewer days due to being sick.

10 Pet-friendly businesses usually focus mainly on allowing dogs in the workplace. However, some allow cats, birds and reptiles. A retail business might have “shop cats” that live on the premises, or smaller animals kept in cages that can become company mascots and offer a source of stress relief for workers.

An Internet giant paves the way with pets in the workplace.

15 ...These days, about 2,000 dogs accompany their owners to Amazon each day. Workers and management have embraced the culture, and the pet-friendly policy benefits both owners and those who don’t own pets. No matter what the workday brings, Amazon staff members are never far away from a coworker’s terrier or spaniel poking its head around a corner. Any stress they were feeling melts away. ...

Pet-friendly workplaces rate higher.

20 Banfield Pet Hospital recently surveyed over 1,000 employees and 200 human resource decision makers for its Pets At Work barometer called “Pet-Friendly Workplace PAWrometer.” The goal was to measure worker opinions about pets in the workplace. Those who worked in pet-friendly offices were found to believe it improves the atmosphere in the workplace significantly.

25 The majority of workers in pet-friendly workplaces consider the policy to be positive. A full 91 percent of managers and 82 percent of employees felt workers become more loyal to the company with this policy. A large majority felt it made the workplace more productive, and 86 percent of workers and 92 percent of management reported decreased worker stress levels. Not only do pets in the workplace make the environment less stressful, workers are also less burdened with guilt about leaving a pet at home alone while they are at work. They are then more likely to work longer hours if required.

30 While pet-friendly businesses improve existing employees’ lives, they are also appealing to new applicants. It’s a benefit that millennials¹ find appealing and offers a way to draw in a larger talent pool.

So, how do pet-friendly workplaces stack up in terms of pros and cons? Let’s take a look:

The benefits of pets in the workplace.

35 • **Happier, more productive workers.** Both pet owners and non-pet owning employees report lowered stress levels and a higher level of job satisfaction with pets on the premises. This naturally leads to increased productivity.

¹millennials — the generation born in the 1980s or 1990s, especially in the U.S.

- **Healthier workers.** In addition to reduced stress levels, being around animals has documented positive effects on blood pressure, cholesterol levels and the immune system.
- 40 • **Increased loyalty.** Over half of employees in non-pet-friendly workplaces report they'd be more likely to continue working for a company if they could bring their pet to work.

Potential problems you may encounter by allowing pets in the workplace.

- 45 • **Not everyone is an animal lover.** There are people who dislike animals for one reason or another. Allergies, phobias, or a general dislike of animals could cause pets in the workplace to encroach² upon productivity and quality of life for these individuals.
- **Hygiene and cleanliness issues.** Even potty-trained pets can have an accident now and then. There is no guarantee this won't happen in the workplace, especially with a high volume of animals brought to work.
- 50 • **Interoffice squabbles.** Not all animals get along, so there is the potential for fights between dogs and cats brought to work.

While worker distraction is a concern for some human resource managers considering a pet-friendly policy, the vast majority report that the benefits to morale and overall productivity far outweigh time spent “distracted” by pets in the workplace.

55 Advocates of allowing pets in the workplace insist that there are ways around the “cons” or risks of pet-friendly workplaces. The key to a successful pet policy is a clear structure. ...

—excerpted and adapted from “Do Pets in the Workplace Improve Morale?”
<https://online.arbor.edu>, August 8, 2016

²encroach — intrude

Text 2

Why Pets in the Workplace May Not Be As Great As You Thought

...Study after study has proven how pets have a calming effect on our bodies and minds, how they help children with A.D.D. [Attention Deficit Disorder] focus better, how they reduce blood pressure and lower stress, how pets at the workplace make employees more creative, productive, and cordial to each other, and how they're such awesome additions to our lives overall.

So it would seem that if we spend the best parts of our waking hours at work, there's no better way to carry forward these wonderful benefits that pets bring into our work lives too, right? Well, unfortunately there are no simple answers here.

While there is a growing wave of companies led by the usual suspects—Google, Zynga, Ben & Jerry's, and others—that allow employees to take their pets along to the workplace, there's also a growing debate about the practicality of the whole idea. And these voices of concern are not just coming from the minority of pet-haters or pet-neutral folks around. Even pet owners have reservations about bringing their beloved pooch to the office with them on a daily basis. Here's why:

Not in the Pink of Health

...Spare a thought for the millions of your fellow Americans who suffer from pet related allergies. The Asthma and Allergy Foundation of America pegs the figure of Americans with one form of pet allergy or another at 15% to 30% of the total population. Some of these allergies are so severe that they cause rashes, temporary breathlessness, panic attacks, and even severe respiratory disorders.

In addition to a physical reaction to the presence of pets around them, you could have coworkers who are genuinely scared of animals and feel stressed out around them. For such individuals a pet in their workplace is not a calming presence, but rather a constant threat to their wellbeing and safety.

Safety First

...Many industries by their very nature are not conducive¹ to having pets sauntering around. Medical facilities, pharmaceutical companies, chemical laboratories, and food businesses are all sectors where a pet can be a serious threat to the quality of the final product or service. In such environments, pets pose a genuine contamination hazard and are best kept out, no questions asked.

In some cases, it's in your pet's best interest to chill out at home and skip the trip to the workplace. Industries like construction, mining, refineries, and more can be dangerous for your pet's health and well-being. You wouldn't want to put your pet at risk just so you can be happy at work, would you? ...

Real Costs to the Company

As any pet owner will tell you, owning their bundle of joy is not cheap. From \$1570 for a large dog to \$575 for a parakeet per year, pet ownership comes at an ever-increasing price tag. When you turn your office into a pet friendly zone, you are in turn taking on some of the expenses of owning a pet upon yourself. Be prepared to stock your workplace with at least basic pet supplies like snacks, water bowls, kitty litter, and chew toys.

¹conducive — favorable

40 If you think your costs end there (or are tangible), you are mistaken. Pets at the workplace
also bring with them a built-in deterrent² for employees seeking career opportunities at your
organization. With the market for talented and qualified workers already so scarce, adding
an extra filter to your recruitment process may not be the smartest idea from a competitive
perspective. ...

45 While the benefits that pets bring with them are numerous and the pro-pet lobby gets
louder with every passing day, organizations need to also give credence³ to the real issues that
four-legged and feathered guests at work bring along with them. ...

—Rohan Ayyar
excerpted and adapted from “Why Pets in the Workplace
May Not Be As Great As You Thought”
www.fastcompany.com, November 14, 2014

²deterrent — obstacle

³credence — support

Text 3

Why a Pet-Friendly Office May Be the Key to Employee Satisfaction

...The pet-friendly office is transforming our current idea of the typical nine-to-five workspace. Although the primary allure appears to be 24/7 cuddles with man's best friend, the actual benefits of a pet-friendly office go much deeper.

5 Some of the world's biggest companies have proudly joined the ranks of pet-friendly businesses, from Googleplex,¹ to Build-A-Bear Workshop, to hospitals in New Jersey. This shift in office culture has shown that pet-friendly offices can provide unexpected (and positive) results to all varieties of businesses. ...

Employee Satisfaction and Stress

10 Employee satisfaction is a constant concern for an engaging and exciting place. Studies have shown that unhappy workers can cause businesses to lose thousands of dollars over time due to sick leave, mediocre work, and destructive behavior. Keeping the office engaging and exciting can be a struggle, and combating organizational stress may be key to improving a company's profits. ...

15 Giving employees the option to bring their pet to work could also save them the worry associated with leaving a pet at home. Instead of scrambling through the end of the day to go home and let the dog out, they have the dog with them and can continue to work without rushing. Instead of spending money on a pet daycare on a regular basis, workers can watch their furry friend while in the office.

20 Pets are also known to be great stress-relievers in general. It's no wonder that Animal-Assisted Therapy is recognized as one of the leading treatments for post-war PTSD [Post-Traumatic Stress Disorder] and is gaining ground as a popular solution for social workers. Multiple studies have shown that simply petting cats or dogs can be extremely beneficial for our health; from lowering blood pressure to increasing bone density.

Attract Millennials

25 As a millennial, I can assure you: I would choose a pet-friendly office over the majority of other job offers out there. The benefit of bringing my pup to work is a much stronger pull than a larger paycheck or fancy corner office.

30 Millennials love their pets, and millennials love pet-friendly offices. In fact, you could even argue that millennials are the reason pet-friendly offices are taking the business world by storm. Being the largest demographic to enter the workforce, they have already brought with them a demand for a new form of workplace flexibility and a break from the traditional office culture of our predecessors. ...

Improve Communication

If you've ever walked your dog through a park or downtown area, there's a significant chance that you've received more waves, 'hellos', and acknowledgements than if you had been walking by yourself. Walking or even being near a dog is an excellent ice-breaker.

35 Shifting to a pet-friendly workspace can bring that same level of open and enthusiastic communication into the office. Water cooler conversations² will lose some of their awkward chatter, and employees will have the added encouragement of meeting new people in the

¹Googleplex — Google headquarters

²water cooler conversations — informal conversation

building through their pets. This can lead to some inspiring brainstorm conversations as well as an increase in camaraderie³ and trust among workers.

40 A 2012 study by the Virginia Commonwealth University found that employees that brought their dogs to work were not only less stressed than their pet-free predecessors, but those employees believed they were 50 percent more productive with the presence of their pets. The public relations manager of the company that participated, Lisa Conklin of Replacements Dinnerware, stated after the conclusion of the study:

45 “The study proved what we always thought: having dogs around leads to a more productive work environment, and people get to know each other through the pets. If you are in a position where something is stressful, seeing that wagging tail and puppy smile brightens the day—it can turn around the whole environment.”

Promote Employee Activity

50 On top of all these benefits, pets can also improve employee activity. Dog owners in the office will most likely have to walk their dog at least once a day, allowing them the opportunity to get away from their computer and into the open air. Workplace wellness has received considerable attention lately and more companies are making this a priority. Pet-friendly offices can inspire a smooth transition to a more ‘mobile’ office. ...

—Katie McBeth
excerpted and adapted from “Why a Pet-Friendly Office May Be the Key to
Employee Satisfaction”
<https://thebossmagazine.com>, September 28, 2016

³camaraderie — fellowship

Text 4

Don't Bring Your Dog to Work

If there's a dog in the cubicle next to you, you're hardly alone: About 7 percent of employers now allow pets in the workplace, reports NPR [National Public Radio]. Five years ago, that figure stood at 5 percent. That might not seem like a big jump, but once you remove jobs that don't have offices from the equation—manufacturing and agriculture, for instance—
5 that's about a 50 percent increase. That rise is a victory for people who tout the benefits of inviting dogs and other furry friends into the office: It lowers the stress of employees, increases morale, produces tangible health benefits, and reduces turnover, all at no cost to the company.

But how do the dogs feel about it?

10 "Most people do not understand dog body language," said E'Lise Christensen, a board-certified veterinary behaviorist in Colorado. One major concern she has with the rise of pet-friendly work environments is the corresponding increased risk for behavioral problems, especially dog bites. Since almost no one, not even many dog trainers, knows how to properly interpret dog body language, co-workers might interpret the panting of a dog in the office as a friendly smile, rather than a sign of nervousness. And in dogs, nervousness can lead to bites.
15 "[People] can identify abject¹ fear, and they can identify extreme aggression, but they cannot reliably identify things in between," said Christensen. It's in that wide middle area where we may not recognize pet discomfort.

Bonnie Beaver, executive director of the American College of Veterinary Behaviorists and a professor at Texas A&M University, said in an email that dog bites are not the only
20 behavioral issues that might present problems. Generally, dogs are expected to sit still in an office setting, which can be difficult for active dogs, leading to boredom (which, in turn, leads to problem behaviors like chewing up desk legs). These policies are also particularly hard on dogs if they're taken to the office only occasionally, instead of regularly; dogs are big on routines, and uncertainty adds to their fear and stress.

25 Once you expand the conversation beyond our most domesticated companion, the prospects get even iffier. "Not all animals are comfortable with a very social setting," said Christensen. Each new animal, like cats or pot-bellied pigs, brings its own social complexities, not to mention the possibility of contagious disease (it's rare that employers require proof of vaccination). Rabies, ringworm, and parasitic infections like scabies are all potential health
30 risks for humans that come into contact with pets that haven't been properly vetted.²

Of course there's obvious appeal. Many people love dogs. They write whole articles gushing about a furrier workplace. (Dog skeptics, at least vocal ones, are harder to find.) When an employer is on board, the policy is often as informal as a person in charge saying,
35 "Yeah, sure, whatever. Bring your dogs. It'll be great." Little or no oversight is applied to a matter that needs it in order to ensure the environment is conducive³ to pets in the workplace.

Christensen said companies should ideally hire an in-house behavioral expert to oversee a pet-at-work policy, especially in the initial stages, "but unless you're Google, I don't see that happening." More realistically, she said, better awareness will go a long way. Employers
40 should take care to craft a policy that works for dogs' well-being as well as humans'. This can

¹abject — severe

²vetted — examined

³conducive — favorable

include requiring proof of vaccinations, as well as providing training for offices on dog behavior (which can be as basic as watching videos).

45 “It’s critical that people with dogs get special education, in at least body language, even if they think they know normal body language,” said Christensen. Given that most people can’t even tell the difference between a relaxed and anxious dog, this advice seems prudent. Before more offices throw open their doors to dogs willy-nilly⁴ and more pets start tagging along on the morning commute, we should learn how better to listen to them. They might be asking to stay at home.

—Matt Miller
excerpted and adapted from “Don’t Bring Your Dog to Work”
www.slate.com, August 15, 2016

⁴willy-nilly — in an unplanned manner

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 22 and 23 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

...There were a number of people out this afternoon, far more than last Sunday. And the band sounded louder and gayer. That was because the Season had begun. For although the band played all the year round on Sundays, out of season it was never the same. It was like some one playing with only the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor wearing a new coat, too? She was sure it was new. He scraped with his foot and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music. Now there came a little "flutey" bit—very pretty!—a little chain of bright drops. She was sure it would be repeated. It was; she lifted her head and smiled.

Only two people shared her "special" seat: a fine old man in a velvet coat, his hands clasped over a huge carved walking-stick, and a big old woman, sitting upright, with a roll of knitting on her embroidered apron. They did not speak. This was disappointing, for Miss Brill always looked forward to the conversation. She had become really quite expert, she thought, at listening as though she didn't listen, at sitting in other people's lives just for a minute while they talked round her.

She glanced, sideways, at the old couple. Perhaps they would go soon. Last Sunday, too, hadn't been as interesting as usual. An Englishman and his wife, he wearing a dreadful Panama hat and she button boots. And she'd gone on the whole time about how she ought to wear spectacles;¹ she knew she needed them; but that it was no good getting any; they'd be sure to break and they'd never keep on. And he'd been so patient. He'd suggested everything—gold rims, the kind that curved round your ears, little pads inside the bridge. No, nothing would please her. "They'll always be sliding down my nose!" Miss Brill had wanted to shake her.

The old people sat on the bench, still as statues. Never mind, there was always the crowd to watch. To and fro, in front of the flower-beds and the band rotunda, the couples and groups paraded, stopped to talk, to greet, to buy a handful of flowers from the old beggar who had his tray fixed to the railings. Little children ran among them, swooping and laughing; little boys with big white silk bows under their chins, little girls, little French dolls, dressed up in velvet and lace. And sometimes a tiny staggerer came suddenly rocking into the open from under the trees, stopped, stared, as suddenly sat down "flop," until its small high-stepping mother, like a young hen, rushed scolding to its rescue. Other people sat on the benches and green chairs, but they were nearly always the same, Sunday after Sunday, and—Miss Brill had often noticed—there was something funny about nearly all of them. They were odd, silent, nearly all old, and from the way they stared they looked as though they'd just come from dark little rooms or even—even cupboards!

Behind the rotunda the slender trees with yellow leaves down drooping, and through them just a line of sea, and beyond the blue sky with gold-veined clouds.

Tum-tum-tum tiddle-um! tiddle-um! tum tiddley-um tum ta! blew the band. ...

Oh, how fascinating it was! How she enjoyed it! How she loved sitting here, watching it all! It was like a play. It was exactly like a play. Who could believe the sky at the back wasn't painted? But it wasn't till a little brown dog trotted on solemn and then slowly trotted off, like a little "theatre" dog, a little dog that had been drugged, that Miss Brill discovered what it was that made it so exciting. They were all on the stage. They weren't only the audience, not only looking on; they were acting. Even she had a part and came every Sunday. No

¹spectacles — glasses

45 doubt somebody would have noticed if she hadn't been there; she was part of the
performance after all. How strange she'd never thought of it like that before! And yet it
explained why she made such a point of starting from home at just the same time each
week—so as not to be late for the performance—and it also explained why she had quite a
queer, shy feeling at telling her English pupils how she spent her Sunday afternoons. No
50 wonder! Miss Brill nearly laughed out loud. She was on the stage. She thought of the old
invalid gentleman to whom she read the newspaper four afternoons a week while he slept
in the garden. She had got quite used to the frail head on the cotton pillow, the hollowed
eyes, the open mouth and the high pinched nose. If he'd been dead she mightn't have
noticed for weeks; she wouldn't have minded. But suddenly he knew he was having the
55 paper read to him by an actress! "An actress!" The old head lifted; two points of light
quivered in the old eyes. "An actress—are ye?" And Miss Brill smoothed the newspaper as
though it were the manuscript of her part and said gently; "Yes, I have been an actress for
a long time." ...

—Katherine Mansfield
excerpted from "Miss Brill"
The Garden Party and Other Stories, 1922
Alfred A. Knopf, Inc.

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – June 2019

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	June '19	1	3	MC	1	1
RE ELA	June '19	2	2	MC	1	1
RE ELA	June '19	3	1	MC	1	1
RE ELA	June '19	4	2	MC	1	1
RE ELA	June '19	5	1	MC	1	1
RE ELA	June '19	6	1	MC	1	1
RE ELA	June '19	7	3	MC	1	1
RE ELA	June '19	8	2	MC	1	1
RE ELA	June '19	9	4	MC	1	1
RE ELA	June '19	10	4	MC	1	1
RE ELA	June '19	11	3	MC	1	1
RE ELA	June '19	12	3	MC	1	1
RE ELA	June '19	13	2	MC	1	1
RE ELA	June '19	14	3	MC	1	1
RE ELA	June '19	15	1	MC	1	1
RE ELA	June '19	16	3	MC	1	1
RE ELA	June '19	17	4	MC	1	1
RE ELA	June '19	18	2	MC	1	1
RE ELA	June '19	19	4	MC	1	1
RE ELA	June '19	20	2	MC	1	1
RE ELA	June '19	21	1	MC	1	1
RE ELA	June '19	22	3	MC	1	1
RE ELA	June '19	23	3	MC	1	1
RE ELA	June '19	24	2	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – June 2019

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	June '19	2	-	ES	6	4
RE ELA	June '19	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **June 2019 Regents Examination in English Language Arts** 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 the previous administrations of the Regents Comprehensive Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Lesson 6: Unfamiliar Vocab & Part 1 Practice

(approximately one hour)

A. Tips for confronting unfamiliar vocabulary (30 min.)

Chances are, you're going to run into at least a few vocabulary words on the ELA Regents that you're not familiar with. Don't panic! There are a lot of different strategies you can use to help figure out the meaning of these unfamiliar words.

Watch this helpful video for some tips: <https://www.youtube.com/watch?v=0auqQ82551Y>

Vocabulary Exercise

Educator Note: Students do not need to identify the actual definition, or the sample words given below, but get the gist or general meaning of the word.

Feel free to have students only attempt a few of the questions below if you'd prefer they devote more time to the Part 1 practice.

Directions: Read each sentence and determine the meaning of the word using sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning, so you can keep reading a passage without a dictionary.

1. **Extraordinary:** Kevin may know how to layup a basketball, but my jump shot is **extraordinary**.

Meaning: Sample meaning - better, special

What clues in the sentence lead you to your definition?

Educator Note: the word "but" indicates that my shot is different;

"Kevin may know, but" isn't as clear, but can lean toward being better

2. **Establish:** Even though peace between the two formerly warring nations had been **established** for years now, the soldier still woke cold from dreams of battle.

Meaning: Sample meaning – in place, set up, a law

What clues in the sentence lead you to your definition?

Educator Note: "for years now" indicates peace is set up, in place, possible a law

3. **Scrupulous:** I wanted to just set the table and be done with it, but my mother **scrupulously** arranged each napkin, dish, and utensil until they were in perfect alignment.

Meaning: Sample meaning- precise, exact, detailed

What clues in the sentence lead you to your definition?

Educator Note: “but” means a difference between me and my mother; I want to “be done” but mom has everything “perfect”

4. **Consent:** Jake asked his mother for permission to go to his friend Rodney’s dance party, stating that his grades had improved, and he was quite pleased when she **consented**.

Meaning: Sample meaning – yes, agreed, gave permission

What clues in the sentence lead you to your definition?

Educator Note: Jake asked to go to the party and now he is pleased (happy). So, she must have said yes.

5. **Vexed:** When Jose found out that his little brother Emilio carelessly broke his Xbox disc tray, Jose was **vexed** and sure let Emilio know it.

Meaning: Sample meaning – upset, mad

What clues in the sentence lead you to your definition?

Educator Note: his brother broke his Xbox, so Jose would be mad at Emilio

6. **Tact:** Jane could have easily offended Bertha when she informed her that the dress did not fit her well, but Jane used **tact** and consideration when choosing her words, so Bertha understood without being hurt.

Meaning: Sample meaning – telling truth with polite words, kind way

What clues in the sentence lead you to your definition?

Educator Note: “Dress didn’t fit” – prior experience student might know this can make people unhappy; “choosing her words” indicates thinking about the words; “Bertha understood without being hurt”.

7. **Emphatic:** Her parents really wanted her to attend the local university, but Shaniqua argued her case so **emphatically** and with such great passion, that her parents gave Shaniqua their consent.

Meaning: Sample meaning - strongly

What clues in the sentence lead you to your definition?

Educator Note: “but” indicates difference – Shaniqua changed her parents mind. How? She “argued her case with great passion,” so Shaniqua felt strongly about it.

8. **Conjecture:** Stanley tried to determine the meaning of the vocabulary word, but there were so few clues in the sentence all he could do was hopelessly **conjecture** as to what the word might mean.

Meaning: Sample meaning - guess

What clues in the sentence lead you to your definition?

Educator Note: “so few clues;” “hopelessly ___ the meaning”

9. **Ascertain:** The clues in the sentence were so helpful, Stanley was able to **ascertain** the meaning of the word beyond a shadow of a doubt.

Meaning: Sample meaning – know, figure out, understand

What clues in the sentence lead you to your definition?

Educator Note: “clues were so helpful” could ___ “the meaning of the word.”

B. More Part 1 Practice (30 min.)

Practice using June 2019 Regents exam, Part 1, Passage C

Review your process, and then use your skills to read and answer the questions for Passage C.

Educator Note: Encourage students to discuss the strategies they used in the previous lesson, and plan aloud how they will start with Passage C, before actually starting.

Students will want to use to know how they did, and the answer key is available with the rest of the handouts.

C. Select Part 2 topic for next session (less than 5 min.)

Educator Note: The next session will focus on Part 2. While students will have no control over the topic provided to them on the actual exam, you can hopefully engage their interest to some extent by allowing them to choose the topic they are most intrigued by on the list compiled from past exams. Give students some time to read through the options and make a selection.

Remember to write down students' choices before sending this lesson home with the student.

Then, in between sessions, you can print a copy of the past Regents Exam with the Part 2 containing their chosen topic.

During the next two sessions, we'll be taking a look at Part 2 of the exam, where you'll be asked to write an argumentative essay defending your position on a topic. This topic will **always** be a question beginning with "Should...?", so your answer or **position** will always contain the words "should" or "should not".

Educator Note: The lesson tells students about the next two lessons, even though this is the last of the *Expanded Lessons*. This is because you can continue the Regents Prep by using "*Session 3: Argumentative Writing*," from the shorter ELA Prep materials, titled, "ELA Regents Prep in Four Sessions." The "Session 3" lesson ends with the student writing the introduction for an argumentative essay. You can follow that lesson by having the student write the full essay, based on their introduction.

In order to use "*Session 3 Argumentative Writing*," you will need to have copies of the exams listed below, that have the question(s) that your students are interested in writing about. During the actual Regents Exams, students will not have a choice of questions. For this practice session, it might help students to concentrate on how to write the argumentative essay if they are able to choose the topic.

Then you can use "*Session 4: Text-Analysis Response*," so students can practice the final part of the ELA Regents Exam, using text analysis.

Next time, you'll be practicing strategies for outlining this type of argumentative essay. While you won't get a choice of topic on the actual exam, for our practice session, you can pick one of these topics that sound interesting to you! Take a look at the list of topics below, and circle the one you'd like to focus on.

Past Exams' Part 2 Topics

June 2018: *Is graffiti vandalism?*

August 2017: *Should self-driving cars replace human drivers?*

January 2016: *Should food be genetically modified?*

June 2015: *Should college athletes be paid?*

January 2015: *Should extinct species be brought back into existence?*

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Vocabulary Exercise

Directions: Read each sentence and determine the meaning of the word using sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning, so you can keep reading a passage without a dictionary.

1. **Extraordinary:** Kevin may know how to layup a basketball, but my jump shot is **extraordinary**.

Meaning: _____

What clues in the sentence lead you to your definition?

2. **Establish:** Even though peace between the two formerly warring nations had been **established** for years now, the soldier still woke cold from dreams of battle.

Meaning: _____

What clues in the sentence lead you to your definition?

3. **Scrupulous:** I wanted to just set the table and be done with it, but my mother **scrupulously** arranged each napkin, dish, and utensil until they were in perfect alignment.

Meaning: _____

What clues in the sentence lead you to your definition?

4. **Consent:** Jake asked his mother for permission to go to his friend Rodney’s dance party, stating that his grades had improved, and he was quite pleased when she **consented**.

Meaning: _____

What clues in the sentence lead you to your definition?

5. **Vexed:** When Jose found out that his little brother Emilio carelessly broke his Xbox disc tray, Jose was **vexed** and sure let Emilio know it.

Meaning: _____

What clues in the sentence lead you to your definition?

6. **Tact:** Jane could have easily offended Bertha when she informed her that the dress did not fit her well, but Jane used **tact** and consideration when choosing her words, so Bertha understood without being hurt.

Meaning: _____

What clues in the sentence lead you to your definition?

7. **Emphatic:** Her parents really wanted her to attend the local university, but Shaniqua argued her case so **emphatically** and with such great passion, that her parents gave Shaniqua their consent.

Meaning: _____

What clues in the sentence lead you to your definition?

8. **Conjecture:** Stanley tried to determine the meaning of the vocabulary word, but there were so few clues in the sentence all he could do was hopelessly **conjecture** as to what the word might mean.

Meaning: _____

What clues in the sentence lead you to your definition?

9. **Ascertain:** The clues in the sentence were so helpful, Stanley was able to **ascertain** the meaning of the word beyond a shadow of a doubt.

Meaning: _____

What clues in the sentence lead you to your definition?

B. More Part 1 Practice (30 min.)

Practice using June 2019 Regents exam, Part 1, Passage C

Review your process, and then use your skills to read and answer the questions for Passage C.

C. Select Part 2 topic for next session (less than 5 min.)

During the next two sessions, we'll be taking a look at Part 2 of the exam, where you'll be asked to write an argumentative essay defending your position on a topic. This topic will **always** be a question beginning with "Should...?", so your answer or **position** will always contain the words "should" or "should not".

Next time, you'll be practicing strategies for outlining this type of argumentative essay. While you won't get a choice of topic on the actual exam, for our practice session, you can pick one of these topics that sound interesting to you! Take a look at the list of topics below and circle the one you'd like to focus on.

Past Exams' Part 2 Topics

June 2018: *Is graffiti vandalism?*

August 2017: *Should self-driving cars replace human drivers?*

January 2016: *Should food be genetically modified?*

June 2015: *Should college athletes be paid?*

January 2015: *Should extinct species be brought back into existence?*