

NY ELA Rehearsal Plus

Level **C**

REVISED

Extended Response Question for Test 2



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Student's Name

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Directions

Read the story. Then answer the question.

Becoming a Chess Champion



- 1 “What I am supposed to do now?” asked Jamal. “I can’t watch television or use the computer without power. This is the worst Friday night I can think of.” Jamal plopped onto the couch in his living room. The only light in the room was a flashlight on the coffee table. A strong storm had passed by Jamal’s house. The winds made the power go out.
- 2 “Well, the power company said it could take a few hours to turn the power back on,” said Jamal’s father.
- 3 Jamal groaned and put his hand on his face.
- 4 “It’s not that bad, Jamal,” said his father. “In fact, I have an idea of what we can do.”
- 5 Jamal’s father picked up an extra flashlight and went into the basement. He came back with a large cardboard box. Jamal’s father placed the old, brown cardboard box onto the table and a puff of dust rose from the top.

Go On

6 “Ew,” said Jamal. “That looks old. What are we going to do with a bunch of old stuff?”

7 Jamal’s father laughed as he carefully pulled back the flaps of the box to see what was inside. “I think I have some old toys and games from when I was your age inside this box,” he said.

8 Jamal’s father waved the dust away from his face as he pulled something out of the box.

9 “My old football,” he said lifting the ball into the air. “I will fill this with air so we can practice our throwing together. I can’t wait to see what other treasures I have in here.”

10 “Well, we can’t play football tonight. It’s already dark. We need to find something to do inside,” said Jamal. “I don’t think I’m going to find anything fun to do in this box. I might as well go to my room and do my homework for the weekend—even though I’ll have to squint to see the writing.”

11 “Aha!” cried Jamal’s father. He held up a small box that was covered in dust. He wiped off the top, and Jamal read the word *Chess* in red lettering at the top. Jamal had heard of chess before. It was a game that was played on a board similar to a checker board. But, Jamal was sure that he would not enjoy the game. He wasn’t really sure why his father would have even played such a boring game.

12 “Don’t go to your room yet, Jamal,” said his father. “Will you stay for just a half-hour so I can teach you this game? I’m sure it doesn’t look exciting now, but I think you’ll enjoy it in the end.”

13 Jamal sighed, “Okay, but I’m only staying for a half-hour. If the power isn’t on by then, I’ll just go to sleep. Tomorrow has to be better than today!”

14 Jamal sat down with his father, who set up the board on the coffee table beside the flashlight. He explained the rules of the game to Jamal. “The most basic idea of chess is that you should always protect the King. This piece,” he said holding up one of the carved stone game pieces, “This is the King.”

15 After about 20 minutes, Jamal understood the rules of the game enough to play. First, Jamal’s father moved a game piece. Then, Jamal moved a piece. Before Jamal knew it, 20 more minutes had passed. Even

though he tried his hardest, Jamal lost game after game to his father. Jamal crossed his arms and stared at the game board.

16 “Well,” said his father, “I guess I should have told you that I was a chess champion in my school.” He laughed and held up a dusty trophy from the box.

17 Jamal’s eyes widened as his father handed him the trophy and Jamal looked at it more closely. “I never knew you were a champion. You must have been very good at this. I’m not good at all! How can I become as good as you were?”

18 Jamal’s father pointed to the board on the table. “You know what they say: Practice makes perfect! People all over the world play this game, and you’ll need to practice for a long time to be a champion. Being good at something usually means you have to make sacrifices.”

19 Just then, the lights flicked on and the television started playing, making Jamal and his father jump. Then, Jamal’s father started picking up the game pieces and placing them in the box.

20 “What are you doing, Dad?” asked Jamal. “I need to practice.” Jamal pulled the pieces from the box and placed them back on the board. “Could you turn down the sound on the television? I can’t think with all that noise.”

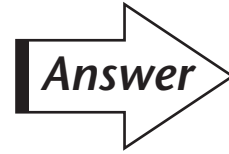
21 Jamal’s father laughed and switched off the television. He sat on the floor beside Jamal and pointed toward the pieces, suggesting Jamal’s next move.




Go On

Planning Page

You may **PLAN** your writing for this question here if you wish, but do **NOT** write your final answer on this page. Your writing on this Planning Page will **NOT** count toward your final score. Write your final answer on Pages 7 and 8.





The illustrations in the story give readers more information. What do the illustrations tell readers about the characters in the story? What do the illustrations tell readers about the setting of story? How do the illustrations help readers better understand the story? Use details from the illustrations and from the story to support your response.

In your response, be sure to do the following:

- describe what the illustrations tell readers about the characters
- describe what the illustrations tell readers about the setting
- explain how the illustrations help readers better understand the story
- use details from the story and the illustrations to support your response

Write your response in complete sentences.

Lined writing area consisting of 25 horizontal lines.

STOP

Scoring Rubric

Extended-Response (4-Point) Holistic Rubric

Extended-response questions assess both reading and writing standards. Scores for extended-response questions are based on four overarching criteria: content and analysis; command of evidence; coherence, organization, and style; and control of conventions. Extended-response questions are scored on the rubric below, which incorporates these four criteria.

Criteria **CONTENT AND ANALYSIS:**
the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text

Score of 4 Essays at this level:

- clearly introduce a topic in a manner that follows logically from the task and purpose
- demonstrate comprehension and analysis of the text

Score of 3 Essays at this level:

- clearly introduce a topic in a manner that follows from the task and purpose
- demonstrate grade-appropriate comprehension of the text(s)

Score of 2 Essays at this level:

- introduce a topic in a manner that follows generally from the task and purpose
- demonstrate a confused comprehension of the text(s)

Score of 1 Essays at this level:

- introduce a topic in a manner that does not logically follow from the task and purpose
- demonstrate little understanding of the text

Score of 0 Essays at this level:

- demonstrate a lack of comprehension of the text or task

Criteria COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection

Score of 4 Essays at this level:

- develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay

Score of 3 Essays at this level:

- develop the topic with relevant facts, definitions, and details throughout the essay

Score of 2 Essays at this level:

- partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant

Score of 1 Essays at this level:

- demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant

Score of 0 Essays at this level:

- provide no evidence or provide evidence that is completely irrelevant

Criteria COHERENCE, ORGANIZATION, AND STYLE:
the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language

Score of 4 Essays at this level:

- clearly and consistently group related information together
- skillfully connect ideas within categories of information using linking words and phrases
- provide a concluding statement that follows clearly from the topic and information presented

Score of 3 Essays at this level:

- generally group related information together
- connect ideas within categories of information using linking words and phrases
- provide a concluding statement that follows from the topic and information presented

Score of 2 Essays at this level:

- exhibit some attempt to group related information together
- inconsistently connect ideas using some linking words and phrases
- provide a concluding statement that follows generally from the topic and information presented

Score of 1 Essays at this level:

- exhibit little attempt at organization
- lack the use of linking words and phrases
- provide a concluding statement that is illogical or unrelated to the topic and information presented

Score of 0 Essays at this level:

- exhibit no evidence of organization
- do not provide a concluding statement

Criteria CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Score of 4 Essays at this level:

- demonstrate grade-appropriate command of conventions, with few errors

Score of 3 Essays at this level:

- demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension

Score of 2 Essays at this level:

- demonstrate emerging command of conventions, with some errors that may hinder comprehension

Score of 1 Essays at this level:

- demonstrate a lack of command of conventions, with frequent errors that hinder comprehension

Score of 0 Essays at this level:

- are minimal, making assessment of conventions unreliable

Answer Key

Rehearsal Test 2

Test 2, Book 2

| Question Type | Points | Common Core Learning Standard |
|-------------------|--------|--|
| Extended-Response | 4 | RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |

Use the 4-point extended-response holistic rubric for this question.

Extended-response sample answer:

The illustrations give readers more information about the story and the characters. The first picture gives more information about the setting because it shows the darkness of the room. In that picture, readers can see that Jamal and his dad have only a little light to work with. The flashlight on the table acts like a lamp, but it provides only a little light. The second picture shows how much the setting changes when the lights come back on. Readers can see more detail in the room, and that Jamal and his dad no longer need to use the flashlight to see.

The illustrations also tells readers about the characters. In the first picture, readers can tell that Jamal is frustrated and bored. In the second illustration, Jamal is interested in the board game in front of him. He is focused on playing chess. From this picture, readers can tell that Jamal is having fun playing chess.