

# NY ELA Rehearsal Plus

Level **D**

**REVISED**

Extended Response Question for Test 1



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Student's Name

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# Directions

Read the article. Then answer the question.

## America's First Lady of the Air



- 1 You have probably heard of Amelia Earhart, America's most famous female pilot. But did you know that she was not the first American female to fly an airplane? It's true! Almost 10 years before Amelia learned how to fly, 37-year-old Harriet Quimby flew an airplane across the English Channel. Harriet was the first American woman to become a licensed airplane pilot.
- 2 Harriet was born in 1875 in a small town in Michigan. Ever since she was a young girl, she loved adventure. In the early 1900s, when most women stayed home as wives and mothers, Harriet traveled all over the country. She learned to drive a car. She went to the theater. She attended parties and air shows. Then she wrote articles about her experiences for a women's magazine. One day she met a man who was a flight instructor. She decided to take flying lessons from him. She worked hard and received a pilot's license in 1911.

**Go On**

3 Early airplanes were nothing like today's modern metal machines. The plane Harriet learned to fly was an open frame made of wood. The wings were covered with canvas. The plane had an engine that powered the propeller on the front. The pilot sat out in the wind, between the wings in a metal seat.

4 In those days, flying was a new and thrilling trick for audiences. Harriet was especially wonderful to watch in the air because she was a woman. She flew in air shows around the country and wrote magazine articles about her experience. She wore sparkling jewelry over a special flying suit made of purple silk. Harriet was a good pilot and became very popular. People enjoyed watching her in the air.

5 Only a year after she received a pilot's license, Harriet decided to do something very daring. She had heard about a man named Louis Bleriot. He had flown over the 25-mile English Channel between France and England. She wanted to try this, too. Harriet made a special deal with a newspaper in England. She told the *London Daily Mirror* that if they would pay the cost of her trip, she would give them all the stories she wrote about it. Her plan was to take off from Dover, on the southern coast of England. From there she would fly to Calais, on the northern coast of France.



6 On April 16, 1912, Harriet woke at 3:30 in the morning to prepare for her adventure. She dressed in her purple flying suit and went to the field where her airplane waited. It was a clear, cold morning with no wind. Harriet's friends gave her extra layers to wear over her flight suit. She put

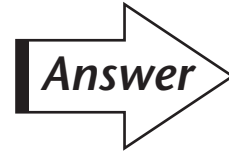
on a long overcoat, a raincoat, and a wide wrap for her shoulders. She adjusted her hood, long gloves, and eye goggles. Then she climbed into the plane.

7 Harriet took off at 5:30. The engine was too noisy for her to hear the cheers that went up as her machine climbed into the air. First she flew toward Dover Castle, where photographers were waiting to take pictures of the brave woman pilot. Then she struck out over the water. As she flew over the Channel, she could see a boat below. But as she got closer to France, the air became more and more foggy. She could not see the land. Her airplane did not have fancy instruments. All she had was a compass to show her the right direction. She pushed her goggles up onto her hood because they were covered with drops of water from the fog.

8 Soon she knew she must be getting close. She took the plane lower, underneath the fog. Finally, she spotted the beach of Calais! She flew over the sand until she found a safe place to set the plane down. She made a perfect landing. There was no one around when she got out of the plane, but suddenly a swarm of French fishermen and their families ran up to greet her. They had heard about her flight across the English Channel and were excited that she had chosen their fishing beach for her landing place. They picked her up and carried her across the beach like a hero. At that moment, Harriet Quimby became America's first lady of the air.

## *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.









# 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.

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**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

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**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

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**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)

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**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)

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**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

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**Score of 0**    Essays at this level:

- demonstrate a lack of comprehension of the text or task

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

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**Score of 4**    Essays at this level:

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

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**Score of 3**    Essays at this level:

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

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**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

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**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

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**Score of 0**    Essays at this level:

- provide no evidence or provide evidence that is completely irrelevant

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

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**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

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**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

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**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

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**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

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**Score of 0** Essays at this level:

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

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

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**Score of 4** Essays at this level:

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

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**Score of 3** Essays at this level:

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

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**Score of 2** Essays at this level:

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

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**Score of 1** Essays at this level:

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

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**Score of 0** Essays at this level:

- are minimal, making assessment of conventions unreliable

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# Answer Key

## Rehearsal Test 1

### Test 1, Book 2

Question Type	Points	Common Core Learning Standard
Extended-Response	4	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

Extended-response sample answer:

The article describes the life of Harriet Quimby. Harriet lived in the early part of the 1900s, at a time when women did not have many choices about careers. They were mostly expected to stay home and take care of their families. Harriet, however, was different. The article says that Harriet “loved adventure,” which suggests she was a bold, daring, and brave person. The events of her life provide evidence of such qualities. For example, Harriet learned how to fly at a time when few people—and no women—could do so. She also learned to do this at a time when airplanes were quite different from modern aircraft. The pilot was completely open to elements such as wind and rain, and the plane was made of little more than wood, canvas, and an engine-drive propeller. Harriet had to be very brave to get into such a plane and feel comfortable flying it.

Additionally, Harriet traveled a lot in her life, so she probably was a person who enjoyed excitement. She seemed to visit many new places, including England. Harriet also learned to drive a car, because doing so was thrilling given the fact that most women probably didn’t drive at that time. Again, Harriet showed how bold and courageous she was by learning a skill that allowed her to do the things she wanted in her life.

Harriet had a long-time job writing for a magazine. That means she was probably very observant of the world around her and was able to describe events in a way that was interesting to readers. She must have been a terrific writer since she was able to convince the London Daily Mirror to pay for her trip across the English Channel by promising to share her stories with readers.

Finally, Harriet seemed to be an independent type of person who was a little competitive with other people. For example, Harriet became interested in flying over the English Channel after she heard that Louis Bleriot did so. She may have been driven by the idea of showing that she could manage difficult challenges the way any man could.

In conclusion, Harriet Quimby was an interesting person. She demonstrated that she was bold, daring, and courageous. She enjoyed exciting new experiences and was able to share these with others through her writing. She was also a little competitive and liked to show she could do the same things as men.