

# NY ELA Rehearsal Plus

Level **F**

**REVISED**

Extended Response Question for Test 2



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Student's Name

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# Directions

Read the diary entries. Then answer the question.

## From Rosellyn's Journal

Thursday, April 25

- 1 *I thought it was going to be just another normal humdrum day: going to school, eating lunch, coming home, doing my homework, and so on. As it turned out, though, a fantastic surprise was awaiting me right in the middle of this otherwise regular day.*
- 2 *As I was walking down the hall between my math and science classes, Derek Kleinman invited me to his birthday party this Saturday! Of course I immediately agreed to attend, and right away started daydreaming about all the fun we'll have. All my friends are going to be there, including Mike, Jacqueline, Carinne, and the Henderson twins Will and Thomas. I can't wait to play games and swim in Derek's family's pool, which has two diving boards, one higher than the other (I get a little nervous on the high one, so I'll probably use the lower one until I feel braver).*
- 3 *As you can imagine, I had a little difficulty concentrating in science class because I kept thinking of the upcoming fun this weekend. We were supposed to be reading about photosynthesis—the way plants use sunlight to make food—but all I could think about was doing cannonballs in the pool and splashing my friends.*
- 4 *I'm so fortunate to have such a great group of friends, and I absolutely can't wait to spend the whole day with them Saturday!*
- 5 *Excitedly yours, Rosellyn*

Go On

## Friday, April 26

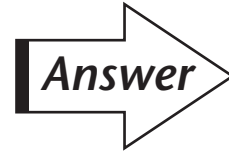
- 6 *I feel so disappointed and frustrated right now I could just howl at the moon. Let me explain. Yesterday Derek invited me to his birthday party, and I enthusiastically agreed to go. Today I thought about it all day and talked with Jacqui and Tommy and the others about how great it's going to be, and I assured them I wouldn't miss it for the world.*
- 7 *When I got home, however, I realized I'd forgotten to mention the idea to my parents first, and that turned out to have been a serious mistake.*
- 8 *As soon as I told Mom that I'd promised to go to Derek's party on Saturday, her expression dropped from a pleasant smile to a look of annoyance. (It was even worse than annoyance, now that I think about it—she looked downright angry!) She said I should have asked for permission to go first, and that I should have remembered that Saturday is our annual family reunion!*
- 9 *On Saturday, all my cousins will be coming to town to visit, along with Uncle Bill and Aunt Marion, Uncle Jed, Aunt Rosalinda, and Grandpa and Grandma. Terrence is coming home from his college in Nebraska for the big event, and my cousin Jennifer will be bringing her new dogs to show us, too.*
- 10 *I felt awful because I'd completely forgotten about the family reunion. I gave Mom my wholehearted apologies, but she still seemed quite upset with me. To be honest, I was very upset with myself as well for being so thoughtless. I love my family so much and they're so good to me, and I enjoy our family reunions greatly and anticipate them each year—how could I forget?*
- 11 *At the same time, though, I'd really enjoy spending Saturday with my friends because it's one of the few occasions we all have to get together, celebrate, and relax without having schoolwork to do.*
- 12 *I suppose it's just one of those conundrums (problems that aren't easily solved) in life, as my English teacher Ms. Webster likes to say.*
- 13 *In a pretty big mess. Rosellyn*

## Saturday, April 27

- 14 Today was Derek's birthday party, and I wasn't sure if Mom would give me permission to go—and really I wasn't even sure I wanted to go anymore because I felt so badly about missing the family reunion. But in the morning Mom offered to drive me there, and I noticed that her expression wasn't very angry anymore, though it still seemed sad and disappointed. I almost wanted to cry to think of what a mistake I'd made, and offered to cancel the party plan and attend the reunion after all, but Mom said, "No, Rosie, you already promised Derek, and you can't break a promise."
- 15 So I went to the party as I'd planned, and some of it was a lot of fun, especially when we went swimming (I even jumped off the high diving board). I always have a great time with my friends, mostly because we have so much in common and so much to talk about. Still, all through the day, the image of Mom's disappointed face hung over me like a little black cloud, and I worried that she was still angry with me.
- 16 At the end of the day, when the sun began to descend in the sky, I sheepishly called Mom and asked for a ride home, and soon enough her car appeared. She didn't seem angry or sad anymore and even hugged me when I popped into the passenger seat.
- 17 When I asked her, she explained she had mostly been upset with me for being forgetful and not asking permission first, not for missing the reunion. She explained it's normal and natural for young people to cherish time spent with their friends, even if their parents and families miss them when they're not around.
- 18 I said I'd had a nice time with my friends but I missed my family, too, and promised I'd remember to plan more carefully next year and be more responsible. She gave me another big hug, and I felt so many emotions, but mostly I just felt like I wanted that hug to last forever.
- 19 Confusedly yours, Rosellyn

# *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.



What are the main events in the story? How does each of these events contribute to the development of the plot? Include at least **two** details from the story in your response.

In your response, be sure to do the following:

- describe each of the main events that occur in the story
- explain how each event contributes to the development of the plot
- include details from the story to support your response

Write your response in complete sentences.

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Lined writing area consisting of 20 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.

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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 2

### Test 2, Book 2

Question Type	Points	Common Core Learning Standard
Extended-Response	4	RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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

Extended-response sample answer:

The story has three main events, and each of these contributes to the development of the plot. First, Roselilyn is asked by Derek to attend his birthday party, and she assures her friends she’ll be attending. This event is important because it sets the stage for the coming action. Next, Roselilyn tells her mother about the party and is surprised and dismayed to be reminded that her family reunion is being held the same day. This is key to the plot because it sets up the internal and external conflicts: what will Roselilyn do? Will she attend the party or go to the family reunion? Additionally, Roselilyn is internally quite torn up about her oversight. Finally, the party is held and Roselilyn attends. While she is happy to spend time with her friends, she still feels badly about her choices. This scene is important because it is the climax of the plotline. The action wraps up when Roselilyn and her mother discuss the situation. This is not a main event in the story, but it is still important for readers to understand how Roselilyn and her mother concluded the situation.