

# NY ELA Rehearsal Plus

Level **H**

**REVISED**

Extended Response Question for Test 1



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Student's Name

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# Directions

Read the story. Then answer the question.

## Hector's Great Strength

- 1           Hector applied the brakes on the car and parked the vehicle in front of the lush, green courtyard in front of Western University's gymnasium. Although it had been twenty-five years since he had laid eyes on the campus, its milieu had not changed. The stately old brick and stone buildings still stood like centuries protecting the campus's interior. Even the pine trees looked the same, though they must have grown since Hector graduated.
- 2           Hector turned slowly and saw a young man—dressed in a three-piece suit despite the sweltering heat—standing behind him with his hand extended.
- 3           “The university community could not be more thrilled that you agreed to give the commencement speech this year, Mr. Rodríguez. I'm Collin Ashbury, and I'll be accompanying you to the graduation.”
- 4           Hector smiled widely and introduced himself to Collin. The pair strolled leisurely through the campus. Before Hector realized how far they had traveled, he saw the baseball stadium in front of him. Instantly, his mind was flooded with thoughts of the first time he had seen the building.
- 5           When Hector Rodriguez first stepped foot inside the baseball stadium, he had just graduated from high school, where he had been scouted and chosen by one of Western's assistant coaches.

### Hercules: A Character for the Ages

One of the most famous characters in literature is Hercules, the human whose strength is beyond other mortals and even some gods. In traditional mythology, Hercules's father is Zeus—the king of the gods—and his mother is a mortal. Hercules's astonishing strength helps him in many parts of his life. Hercules is so strong, in fact, that he helps the gods on Mount Olympus when they are attacked. Giants, who want to remove the gods from power, attack the gods. Hercules comes to help the gods fight. His dazzling strength and unstoppable courage help him and the gods defeat the giants.

**Go On**

6 “You are one of the strongest players I’ve seen, Hector,” Head Coach Warner told Hector when they met, “but you need to learn to control your strength. Your mind—not your muscles—should be in charge when you pitch. If you promise you’ll work on controlling your strength, we would love to have you on the team.”

7 Hector excitedly agreed and started at Western in the fall. As he began practicing with his new team, Hector’s peers were impressed with his speed and strength. However, everyone—even Hector—acknowledged that he had to work on accuracy and timing. Hector knew he had slim chances of having any playing time in the first two years, but he continued to train hard and improve his skills.

8 The Western team played impeccably that year, and in the last game of the year, they were playing for the division championship against their bitter rivals, the Giants. The Giants, whose team had made headlines for its undefeated season, were daunting opponents. However, Coach Warner and the rest of the team were committed to victory.

9 In the first three innings of the game, the Warrior’s lead pitcher had given his all; however, he had let three players get on base, and one of them scored a point. With each pitch, Hector and his teammates grimaced, knowing their pitcher was running out of energy. Two other pitchers were still injured from games earlier in the season. The team was seemingly out of options. Coach Warner had an idea, and he called a timeout to meet with the team.

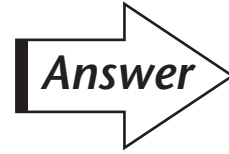
10 “I think it’s clear to everyone that Tommy, our pitcher, is struggling. Without a strong pitcher, we might as well forfeit the game. I know Hector is mostly untested,” said the coach, “but we are going to lose if we don’t make a significant change in the lineup. Hector, are you up for the challenge?”



- 11           Hector’s eyes grew wide and his stomach fell to the floor. He nodded in the affirmative and stood up. He felt a rush of energy, and his stomach filled with butterflies. Just then, Coach Wagner stopped Hector.
- 12           “Hector, I know you can throw hard. Everyone knows you’re the strongest player on the team. However, you’ll need more than physical strength to win. You have to use the strength that comes from up here, too,” said Coach Wagner, pointing to Hector’s head. “Your mind is the strongest part of you. Make sure you use it.”
- 13           Hector thanked his coach and focused on the task ahead of him. As he took to the pitching mound, Hector realized the butterflies in his stomach were gone. He focused on the feeling of the ball in his hand, and he launched his first pitch with all his might. The crowd gasped when they saw the speed and accuracy of the pitch. Hector continued to pitch ferociously for the rest of the game. In the end, the team won the championship, and Hector’s strength became legendary at the school.
- 14           Now, even after all those years, Hector felt many of the same emotions he felt the day he first pitched in this stadium. As Hector was about to walk on stage to speak, he felt the same butterflies he had felt in that first game. That feeling reminded him of his coach’s words: *Your mind is the strongest part of you. Make sure you use it.*

# *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.



How does the story draw from the traditional tale of Hercules? How does the author of the story make the ideas new? Support your answers with details from the text.

In your response, be sure to do the following:

- explain how the story draws on the traditional tales of Hercules
- explain how the author makes the story new, even though it draws from the old tales
- support your explanations with details from the text

Write your answer in complete sentences.

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**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 1

### Test 1, Book 2

Question Type	Points	Common Core Learning Standard
Extended-Response	4	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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

Extended-response sample answer:

The story draws on the tales of Hercules in a number of ways. Hector, the main character of the story, is very strong. The sidebar indicates that Hercules had strength “beyond that of any other mortal or god.” The story indicates that Hector was the “strongest player on the team.” Their physical strength is one important trait the author uses. Also, the author draws on the story of Hercules helping to defeat the giants. In the traditional stories, Hercules uses his strength to battle giants and help the gods. In the modern story, Hector uses his strength to defeat a baseball team called the Giants.

Although the modern story features a character that is very physically strong, it is different from the traditional tales of Hercules. One major difference is that the story about Hector is set in the present and includes the story of a baseball team, not the story of gods and goddesses. Also, the author makes the story new by adding an emphasis on using one’s mental strength as well as one’s physical strength. In the story, Hector’s coach tells him that his mind is his strongest part.