

Selection: *Frindle*

Grade 5 Unit 1 Week 1

Theme/Main Idea: Meeting Challenges

How do we meet the challenges of learning?

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Written Response Question:

Based on the selection, describe the type of person Ms. Granger is and what her actions reveal about her personality. Support your answer with important and relevant details from the story.

Scoring Guidelines:

- Ms. Granger had a reputation for being a tough teacher.
- She also tolerated no-nonsense from her students. If you were caught chewing gum, she would force you to wear it all day on your shirt and have it signed by your parents. She doesn't fall for Nick's question at the end of the first class. She gives him an assignment instead of falling for his trick of sidetracking her so she wouldn't give homework.
- She had power over students. She could make you feel like a speck of dust with her eyes.
- She worshipped the dictionary. She had a list of thirty-five words for her students to learn each week and sometimes it was longer. She also had a "Word for the Day." If you didn't study it, she would just know and then give you two words. She sent home a letter over the summer making sure that you had a dictionary at home.

Open Response Scoring Rubric

Grade 5: *Frindle*

Score	Description
4	Response thoroughly describes the kind of person Ms. Granger is. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes the kind of person Ms. Granger is. Response lacks some specificity or relevance.
2	Response partially describes the kind of person Ms. Granger is. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts a description of the kind of person Ms. Granger is. Description is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Written Response to Text

Selection: *Punctuation Takes a Vacation*

Grade 5- Unit 1- Week 1

Theme/Main Idea: Meeting Challenges

How do we meet the challenges of learning?

Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Written Response Question:

Explain what makes *Punctuation Takes a Vacation* a fantasy. Use relevant and important details from the selection to support your answer.

Scoring Guidelines:

- The selection is make believe and could never happen. Punctuation marks can't really go on vacation. They can't all of a sudden disappear from all of the texts in a classroom. They can't send postcards back to the class from their vacation especially that they are having fun on vacation.
- The setting is in a classroom with real students. The author exaggerates the way the punctuation marks decide to take off on their own on vacation. The punctuation in Ms. Rongo's class "seemed to be running wild."

Open Response Scoring Rubric

Punctuation Takes a Vacation

Score	Description
4	Response thoroughly explains what makes <i>Punctuation Takes a Vacation</i> a fantasy. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains what makes <i>Punctuation Takes a Vacation</i> a fantasy. Response lacks some specificity or relevance.
2	Response partially explains what makes <i>Punctuation Takes a Vacation</i> a fantasy. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts explains what makes <i>Punctuation Takes a Vacation</i> a fantasy. Explanation is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Written Response to Text

Selection: *Thunder Rose*

Gr. 5 Unit 1 Week 2

Theme/Main Idea: Meeting Challenges
How can nature challenge us?

Standard 11: Theme

Students will identify, analyze and apply knowledge of theme in literary work and provide evidence from the text to support their understanding.

Written Response Question:

The author describes the Thunder Rose as a child “full of lightning and thunder.” Explain how the challenges Thunder Rose conquers prove the statement to be true. Support your answer with important details from the story.

Scoring Guidelines:

- Thunder Rose was strong and resourceful. She didn't back down from any of the challenges she faced.
- At times, she appeared to be literally full of lightning and thunder.
- At two years of age, she takes a piece of cast iron and stretches it out, to form a thunderbolt. She continued to bend metal to build a fence, to form a building, she made letters to help the younger children learn their letters, and formed a branding iron for her father.
- She tames a herd of cattle by grabbing one of the bulls by his horn and singing him a lullaby.
- She gathered up a group of thieves using some spare metal rods she always carried.
- She used her iron rods to grab a pair of clouds, squeezed them tight, in order to make it rain.
- She conquers two tornadoes with her song, using the song to command the lightning and thunder.

Open Response Scoring Rubric

Grade 5: *Thunder Rose*

Score	Description
4	Response thoroughly explains how the challenges Thunder Rose conquers prove the statement to be true. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains how the challenges Thunder Rose conquers prove the statement to be true. Response lacks some specificity or relevance.
2	Response partially explains how the challenges Thunder Rose conquers prove the statement to be true. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to explain how the challenges Thunder Rose conquers prove the statement to be true. Explanation is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Written Response Template

Selection: *Measuring Tornadoes*

Grade 5 Unit 1 Week 2

Theme/Main Idea: Meeting Challenges

How can nature challenge us?

Standard 8: Understanding Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Written Response Question:

Based on the selection, explain the damage that can be caused by violent tornadoes. Support your answer with important and relevant details from the selection.

Scoring Guidelines:

- Violent tornadoes can fall in between the ratings of F4 to F12.
- Ratings of F4 can have a devastating effect. It can tear apart solid walls. Cars can be tossed around. Large objects can become missiles.
- Tornadoes with a rating of F5 can be incredible. Homes are lifted off their foundations and thrown. Straw and grass is able to pierce tree trunks.
- Tornadoes with a rating between F6 to F12 can do inconceivable damage.

Open Response Scoring Rubric

Grade 5: *Measuring Tornadoes*

Score	Description
4	Response thoroughly explains the damage that can be caused by violent tornadoes. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains the damage that can be caused by violent tornadoes. Response lacks some specificity or relevance.
2	Response partially explains the damage that can be caused by violent tornadoes. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to explain the damage that can be caused by violent tornadoes. Explanation is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Selection: *Island of the Blue Dolphin* Gr. 5 Unit 1 Week 3

Theme/Main Idea: Meeting Challenges
How do people survive in the wilderness?

Standard 8: Understanding Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Written Response Question:

Describe the most important physical challenge that Karana faces and how she meets the challenge. Use important and relevant details to support your answer.

Scoring Guidelines:

- Karan's most important physical challenge is building the house.
- The house took longer for her to build than the fence. The main reason it took longer was because it rained for many days and the wood that was needed was scarce.
- There were only a few trees on the island. They were small and crooked. She had to search for many days to find wood that would make good poles for the house.
- She had to then cut the wood to then make sure they were of the same length. She used fire but also had to make her own stone knife, which was a tool she had never made before.
- The winter was half over before she completed the roof.

Open Response Scoring Rubric Grade 5: *Island of a Blue Dolphin*

Score	Description
4	Response thoroughly describes the most important physical challenge that Karana faces and how she meets the challenge. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes the most important physical challenge that Karana faces and how she meets the challenge. Response lacks some specificity or relevance.
2	Response partially describes the most important physical challenge that Karana faces and how she meets the challenge. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to describes the most important physical challenge that Karana faces and how she meets the challenge. Description is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Written Response Template

Selection: *Island of the Blue Dolphin*

Grade 5 Unit 1 Week 3

Theme/Main Idea: Meeting Challenges
How do people survive in the wilderness?

Standard 11: Theme

Students will identify, analyze and apply knowledge of theme in literary work and provide evidence from the text to support their understanding.

Written Response Question:

Explain the theme of the *Island of the Blue Dolphin*. The theme is the big idea that you determine from the setting, events, and characters in a story. Use relevant and important details from the selection.

Scoring Guidelines:

- Karana shows great determination and is able to meet some pretty formidable challenges.
- She has to find a location for her shelter that would be away from the wind and close to a spring. She builds a house when wood is scarce and while it continues to rain. Most of the wood on the island is small and crooked. She has to create a stone knife to cut the wood.
- She has to protect herself from a variety of wild animals. There was a pack of wild dogs she was determined to kill. She created a fence using the bones from the rib cage of a whale that washed onto the beach several years ago. She created a way using a rock so that she could slip in and out of the fence.
- She created ways to store her food so that the animals would not take it. She created her own utensils.

Open Response Scoring Rubric

Grade 5: Island of the Blue Dolphin

Score	Description
4	Response thoroughly explains the theme of the selection. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains the theme of the selection. Response lacks some specificity or relevance.
2	Response partially explains the theme of the selection. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to explain the theme of the selection. Explanation is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Written Response to Text

Selection: *Seven Survival Questions*

Grade 5 Unit 1 Week 3

Theme/Main Idea: Meeting Challenges

How do people survive in the wilderness?

Standard 8: Understanding Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Written Response Question:

Based on the text, describe the three of the most important survival tips if you are lost. Explain your choices using important and relevant details from the text.

Scoring Guidelines:

- Use your brain and don't get stressed out. Stress makes it harder to think clearly.
- Retrace your steps. Try to head toward familiar ground.
- Eat, drink, and rest is possible. It is easier to stay calm and make better decisions.

Open Response Scoring Rubric

Grade 5: *Seven Survival Questions*

Score	Description
4	Response thoroughly describes the three of the most important survival tips if you are lost. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes the three of the most important survival tips if you are lost. Response lacks some specificity or relevance.
2	Response partially describes the three of the most important survival tips if you are lost. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to describe the three of the most important survival tips if you are lost. Description is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Selection: *Satchel Paige*

Grade 5 Unit 1 Week 4

Theme/Main Idea: Meeting Challenges
How do we face personal challenges?

Standard 8: Understanding Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Written Response Question:

Based on the selection, describe the type of person Satchel Paige was. Use important and relevant details for the story.

Scoring Guidelines:

- Satchel Paige enjoyed being famous. He loved to hear the crowds cheering for him. He thought their cheers were a sweet sound. His confidence grew as he heard the crowds. He also would put on a show for the crowds and they loved his colorful personality.
- He was ambitious. He wanted to win. He was determined to strike out Josh Gibson and show he was the better player.
- He loved baseball. He left his family to continue playing baseball.
- He loved to travel. He moved from city to city playing for different teams.
- He was unique. He had developed his own style of pitching.
- He was confident. He stated, “Nobody hits Satchel’s fastball.” He believes “nobody ever will.” When he pitched, he would flash a wide grin giving the impression he dared you to hit his pitch.
- When he got an idea in his head, he was determined to do it. For example, he was determined to strike out Josh Gibson at the end of the selection.

Open Response Scoring Rubric

Grade 5: *Satchel Paige*

Score	Description
4	Response thoroughly describes the type of person Satchel Paige was. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes the type of person Satchel Paige was. Response lacks some specificity or relevance.
2	Response partially describes the type of person Satchel Paige was. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to describe the type of person Satchel Paige was. Description is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

Written Response Template

Selection: *Shutting Out the Sky*

Grade 5 Unit 1 Week 5

Theme/Main Idea: Meeting Challenges

What challenges do immigrants encounter?

Standard 8: Understanding Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Written Response Question:

At the beginning of the selection, Marcus “thought he would soon be rich.” Explain how Marcus learns that “life in New York would be a lot harder than he thought. Use important and relevant details from the selection.

Scoring Guidelines:

- Marcus soon finds that he has to share his new lodging with several strangers. Nine people are crowded in the kitchen. He shared the sofa with three other men. A family of five takes over another room.
- He couldn't find a job no matter how hard he tried.
- Mrs. Segal pushes him to become a peddler. He is ashamed and nervous. He had thought that he would have no trouble getting rich. He had a hard time selling the chocolate he was peddling. No one wanted to buy his chocolate. A policeman tries to chase him to another corner. A boy tries to spill his chocolate as a joke. He was cold and miserable.

Open Response Scoring Rubric

Grade 5: *Shutting Out the Sky*

Score	Description
4	Response thoroughly explains how Marcus learns that "life in New York would be a lot harder than he thought." Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains how Marcus learns that "life in New York would be a lot harder than he thought." Response lacks some specificity or relevance.
2	Response partially explains how Marcus learns that "life in New York would be a lot harder than he thought." Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to explain how Marcus learns that "life in New York would be a lot harder than he thought." Explanation is based on personal opinion or shows minimal/vague understanding of the story/article/selection. The attempted response may contain personal opinion.
0	Response is totally incorrect or irrelevant .
Blank	No response.

