

Open Response Scoring Rubric

Score	Description
4	Response thoroughly explains. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains. Response lacks some specificity or relevance.
2	Response partially explains. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts an explanation. 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: SF Reading Street Gr. 5 Unit 2 Week 1 Inside and Out
Theme/Main Idea: Comparing and contrasting

Standard: ELA : realistic fiction Standard 8: Understanding a text

Written Response Question:

Based on the story, explain how Francisco's life was similar to that of the caterpillar. Support your answer with important details from the selection.

Scoring Guidelines:

- Francisco was very quiet and didn't understand what others were saying to him, therefore he couldn't communicate with the students or teacher.
- The caterpillar was isolated in the jar all alone.
- Little by little, as time went by, Francisco learned English and was able to communicate a little.
- The caterpillar wrapped itself in a cocoon and connected to a leaf. Little by little its life was changing.
- Francisco won an art contest and the students admired his drawing. He was filled with pride because the other students admired his art.
- He gave the drawing to Curtis.
- The caterpillar became a butterfly.
- With the class he went outside and set the butterfly free.

Selection: SF Reading Street Gr. 5 Unit 2 Week 2

Theme/Main Idea: Understanding how actions change lives

Standard:ELA : Biography/ Standard 8: Understanding a text

Written Response Question: In the story, Mr. Sugihara was ambassador for Japan living in Lithuania. His life changed drastically.

- a. Describe some of those changes and what caused them to happen.
- b. Explain whether he made the right decision.

Support your answer with information from the selection.

Scoring Guidelines:

- Hundreds of people crowded around outside the gate of their home. The people were refugees from Poland, escaping the Nazi soldiers. They feared for their lives because they were Jewish. The people were asking for visas, which would give them permission to travel into Japan then to other countries.
- Mr. Sugihara asked the Japan government to issue all the visas three times.
- The Japanese government said no three times.
- Mr. Sugihara discussed this with his family and they all agreed that Mr. Sugihara must issue as many visa as he possibly could, because many of these people would be killed if they stayed in Lithuania.
- Mr. Sugihara tried to write 300 visas a day.
- Even after the family was ordered to leave Lithuania he continued to write the visas, from his hotel room and then even getting on the train to go to Germany.
- In the end, he was signing permission slips which only had his signature on them.
- Because of this brave deed, Mr. Sugihara saved the lives of thousands of people.

Selection: SF Reading Street Gr. 5 Unit 2 Week 2

Theme/Main Idea: Connecting text to text

Standard:ELA : Autobiography Standard 8: Understanding Text

Written Response Question:

The Karashkas and Mr. Sugihara both took great risks.

- a. Describe the risks did each took.
- b. Explain how their bravery affected their lives.

Support your answer with important details from the text.

Scoring Guidelines:

- Mr. Suguhara issued over a thousand visas to the Polish refugees, even though Japan told him no.
- This action put his family at risk.
- Mr Suguhara issued hundreds of the visas from his house every day.
- Even at the train station, when he was leaving for Germany, he signed blank permission slips for people.
- The Karashkas hid Debora Biron, her mother, and Herman, a friend of Debora's mother in their house for over a year.
- Herman and the Karashkas built a bunker in the cellar to hide them from the Germans.
- When the Germans came to the Karashkas house Mrs. Karashkas told the soldiers that it was only her child and her living in the house.
- Their bravery saved the lives of many people who would have been killed by the German soldiers.

Selection: SF Reading Street Gr. 5 Unit 2 Week 3 The Ch'i-lin Purse
Theme/Main Idea: One good deed deserves another.

Standard:ELA Folktale / Standard 12

Written Response Question:

Hsiang-ling's behavior was affected by situations in her life.

- a. Describe how Hsiang-ling behaved at the beginning of the story.
- b. Explain what caused her behavior to change from the beginning to the end of story.

Support your answer with important details from the story.

Scoring Guidelines:

- Hsiang-ling is rich, spoiled and very hard to please.
- Her mother orders her a Ch'i-lin purse and Hsiang-ling sends it back three times because she is dissatisfied with the colors or the pattern.
- Hsiang-ling gave away the Ch'i-lin purse to the unknown bride who was crying, without even looking to see what special gifts her mother had put inside of it.
- A terrible flood forces Hsiang-ling to be separated from her son and husband. She is now poor and hungry.
- Hsiang-ling get a job taking care of a young boy who is spoiled just like she is.
- Hsiang-ling finds her Ch'i-lin purse in the forbidden room of Mrs. Lu.
- When Mrs. Lu realizes that the purse was the one given to her by Hsiang-ling on their wedding day, Mrs. Lu shows her gratitude by helping Hsiang-ling find her husband and son.
- Hsiang-ling is very grateful for everything.

Selection: SF Reading Street Gr. 5 Unit 2 Week 4

Theme/Main Idea: Expository Text- How to help save wildlife

Standard:ELA : Expository/ Nonfiction- Standard 13

Written Response Question:

Jane Goodall had 10 tips for helping to save wildlife. Describe 5 ways that you can help save wildlife. Support each way with specific details from the story.

Scoring Guidelines:

- Respect all life. You don't have to love every creature to respect them. Learn about their habitats.
- Think of animals as individuals. Give them names so that they have a special identity.
- Dare to admit that humans aren't the only living creatures that think. If you have a pet observe their behavior when happy, hungry, or guilty when doing something wrong.
- Get to know animals through observations without getting too close.
- Learn from animals. Migrating birds, butterflies, squirrels.
- Speak up for what you believe. If you think that animals are being mistreated try to do something about it: posters, city council,
- Use less paper, gas, and red meat. Recycle, walk, and eat less beef. These are things that come from the environment that need to be preserved.
- Be inspired by the works of others. Read about what others are doing to help wildlife.
- Join Roots and Shoots or a local organization in your city or town to improve the environment
- Have hope. Believe that what you do and say matters.

Selection: SF Reading Street Gr. 5 Unit 2 Week 4 Why Some Animals are Considered Bad or Scary

Theme/Main Idea : Connecting Text to text

Standard:ELA : Nonfiction-Standard 13

Written Response Question:

According to this selection, people have many misconceptions about animals. Explain 3 of Jane Goodall's ways to help save wildlife that would help people understand wild animals better. Use specific examples from the text to support your answer.

Scoring Guidelines:

- Respect life. Learn about the animals habitats and stay out of their way. Wolves don't just attack people, or especially little girls, like Little Red Riding Hood. Most animals don't even like the taste of humans and will only attack if very hungry or they feel threatened.
- Get to know animals. The vampire bat sucks blood from a cow, but there are many types of bats that don't suck any blood from animals. Most of them eat fruit or insects.
- Be willing to learn from animals. Animals behave the way they do in order so survive. If a carnivore is hungry, it will kill something to survive not to be evil. The next time you hear something strange about an animal, don't assume it is true. Do some research and find out what the animal is really like.
- Have hope. Do research to know more about the animals, so you know what is real and what is not.

Selection: SF Reading Street Gr. 5 Unit 2 Week 5

Theme/Main Idea Historical Poetry

Standard: ELA Standard 14 Poetry

Written Response Question:

According to the poem, Paul Revere travels to several different places throughout the night.

- a. Identify 4 different places where Paul Revere visited.
- b. Identify the mood in each setting.

Use specific information from the poem to support your answers.

Scoring Guidelines:

- The Charlestown shore: it is very quiet and the night is getting tense. It states in the poem that he said “Good night!” and with muffled oar silently rowed to the Charlestown shore. The British man of war ship, ‘Somerset,’ is called a ‘phantom ship’.
- At the Charlestown shore still: Paul Revere is anxious and ready to ride. The poem reads ‘impatient to mount and ride, booted and spurred, with a heavy stride’. Then it reads ‘Then, impetuous, stamped the earth, and turned and tightened his saddle girth. But mostly he watched with eager search the belfry tower of the Old North Church. With these words you can feel the tension of the night.
- Riding through Medford at midnight it was quiet with suspense rising. The poem talks about that the tramping of the steed is heard. You can visualize Paul Revere riding his horse with the words ‘He heard the crowing of the cock, and the barking of the farmer’s dog, and felt the damp of the river fog, that rises after the sun goes down.
- Lexington at one. The excitement is building as he rides through this town. It seems quiet, but there is a feeling that the town is getting ready. The poem says ‘He saw the gilded weathercock swim in the moonlight as he passed, and the meeting-house windows blank and bare, gaze at him with a spectral glare, as if they already stood aghast at the bloody work they would look upon.
- Concord at two. The words in the poem let you know that a battle is soon to be. The words give a feeling of excitement, fear and death, ‘...felt the breath of the morning breeze blowing over the meadows brown. And one was safe and asleep in his bed who at the bridge would be first to fall, who that day would be lying dead, pierced by a British musket-ball.’

