

Selection: *The Three Century Woman*

Grade 5 Unit 5 Week 1

Theme/Main Idea: Adventure

How can we find adventure in historical events?

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 kind of person Great-Grandma is. Support your answer with important details from the selection.

Scoring Guidelines:

- Great-Grandma has a sense of humor. She makes up a funny story for the reporter. She explains how the zeppelin bounced off the ground. Her jacket was burned and she had only one shoe.
- She is sensitive. She was bothered by the fact the reporters didn't notice who she was and just wanted her stories.
- She is strong. She is eager and alert to talk to the reporter.
- She is intelligent. She reads and knows a lot about historical events.

Open Response Scoring Rubric

Grade 5: *The Three Century Woman*

Score	Description
4	Response thoroughly describes the kind of person Great-Grandma is. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes the kind of person Great-Grandma is. Response lacks some specificity or relevance.
2	Response partially describes the kind of person Great-Grandma 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 Great-Grandma 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: The Three Century Woman and Understanding the Banana-Mobile
Grade 5- Unit 5- Week 1

Theme/Main Idea: Adventure

How can we find adventure in historical events?

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:

Both Meghan in “The Three Century Woman” and Kenji in “Understanding the Banana-Mobile” change their feelings about their grandparents. Describe how Meghan and Kenji change their feelings about their grandparents. Support your answer with important information from the selections.

Scoring Guidelines:

- Both girls weren't happy about spending time with their grandparents. Meghan says she doesn't like going to the nursing home. She has a negative view of the nursing home. She explains that you have to be buzzed in to the nursing home, as a way to keep the inmates inside. She compares the nursing home to a prison.
- Kenji says to her mom she can't because she has a baseball game.
- Kenji thinks her grandfather is boring and no fun. Meghan thinks her grandmother is old and is surprised when she looks nice all dressed up, alert, and awake.
- Meghan learns her grandmother has a sense of humor as she tells the stories to the reporters. She doesn't have the same stereotypical view of her grandmother as an old person who had nothing to share with us.
- Kenji realizes she has something in common with her grandfather. They both know what it is like to have others control your life. For her grandfather, he has lost his freedom because he can no longer drive.
- At the end, Meghan says she will come back and visit her grandmother more often and gives her a kiss. She seems to understand her grandmother more.
- At the end, Kenji and her grandfather plan to do something they will like. Kenji wants to walk with her grandfather to see if his friends are still playing. Her grandfather wants to see if her friends are still playing baseball. He even wants to be part of the game.

Open Response Scoring Rubric

Three Century Woman and Understanding the Banana Mobile

Score	Description
4	Response thoroughly describes how both Meghan and Kenji change their feelings about their grandparents. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes how both Meghan and Kenji change their feelings about their grandparents. Response lacks some specificity or relevance.
2	Response partially describes how both Meghan and Kenji change their feelings about their grandparents. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to describe how both Meghan and Kenji change their feelings about their grandparents. 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: *The Unsinkable Wreck of the R.M.S. Titanic* Gr. 5 Unit 5 Week 2

Theme/Main Idea: Adventures

How does technology help adventurers reach new places?

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 Titanic as “a ghost from the ancient past.” Describe some of what the narrator saw and how what he observes tells about what happened to the Titanic. Support your answer with important details from the story.

Scoring Guidelines:

- The author sees a porcelain doll’s head that might have belonged to Loraine Allison, the only child from first class who didn’t survive.
- Shoes and boots lay in pairs along the ocean bottom. The bodies of those who had died were consumed by sea animals and their bones had dissolved. The shoes were a reminder of how many people had dies on the Titanic.
- There was a tin cup resting on the ship’s boiler. Perhaps, a workman had left it there.
- Over a doorway on the stern, he found a sign labeled, “1st Class Entrance.” The author could almost see the deck full of passengers as they tried to get on a lifeboat.
- The narrator sees a broken arm of a lifeboat over the side. He recalls how one of the lifeboat was launched half full.
- At the crow’s nest, the narrator pauses to explain how the lookout the night of the tragedy first saw the iceberg.
- On the bridge, the narrator recalls how the first officer tries to avoid the iceberg.

Open Response Scoring Rubric

Grade 5: *The Unsinkable Wreck of the R.M.S. Titanic*

Score	Description
4	Response thoroughly describes some of what the narrator saw and how what he observes tells about what happened to the Titanic. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes some of what the narrator saw and how what he observes tells about what happened to the Titanic. Response lacks some specificity or relevance.
2	Response partially describes some of what the narrator saw and how what he observes tells about what happened to the Titanic. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to describe some of what the narrator saw and how what he observes tells about what happened to the Titanic. 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: *Shipwreck Season*

Grade 5 Unit 5 Week 2

Theme: Adventures

How does technology help adventurers reach new places?

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 the captain is and what his actions reveal about his personality. Support your answer with important and relevant details from the story.

Scoring Guidelines:

- The captain is cautious. He studies the sea intently to decide whether to launch the boat.
- The captain is knowledgeable about the sea. He knows about how the waves work and what to be concerned about when rowing in rough seas. He exactly when to launch the boat to keep it from capsizing.
- The captain is brave. He stands on the boat as the waves crash over his back. The captain did not falter or wince as they waves crashed over them. He stands on the stern as the boat flew in ahead of a great swell.
- The captain is confident as he shouts orders to his crew.

Open Response Scoring Rubric

Grade 5: *Shipwreck Season*

Score	Description
4	Response thoroughly describes the type of person the captain is and what his actions reveal about his personality. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes the type of person the captain is and what his actions reveal about his personality. Response lacks some specificity or relevance.
2	Response partially describes the type of person the captain is and what his actions reveal about his personality. 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 the captain is and what his actions reveal about his personality. 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: *Talk with an Astronaut*

Gr. 5 Unit 5 Week 3

Theme/Main Idea:

Adventurers

How does an astronaut prepare for a journey?

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 interview of Ochoa, describe what it is like for Ochoa to be in outer space on a mission as an astronaut. Support your answer with important and relevant details about the story.

Scoring Guidelines:

- Being in zero gravity is the fun part of being in outer space. It is like scuba diving or swimming. Being weightless seemed more natural to Ochoa.
- On one mission they slept in two shifts and in another one shift. In one mission, they slept in sleeping compartments. In a second session, they slept in a sleeping bag with hooks. Dreaming also isn't that different than on earth.
- The food they eat is freeze dried. They add hot water. They eat a variety of foods. For drinks, they also just add water.
- They are able to email their family. For longer missions, she can have a video conference.
- Ochoa has worked the robot arm in space on her three missions. It was challenging and fun. She used cameras and monitors to operate the robot arm.

Open Response Scoring Rubric

Grade 5: *Talk with an Astronaut*

Score	Description
4	Response thoroughly describes what it is like for Ochoa to be in outer space on a mission as an astronaut. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes what it is like for Ochoa to be in outer space on a mission as an astronaut. Response lacks some specificity or relevance.
2	Response partially describes what it is like for Ochoa to be in outer space on a mission as an astronaut. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to describe what it is like for Ochoa to be in outer space on a mission as an astronaut. 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: *Journey to the Center of the Earth*

Grade 5 Unit 5 Week 4

Theme/Main Idea:

Adventurers

How do we explore the center of the Earth?

Standard 10: Genre

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

Written Response Question:

Journey to the Center of the Earth is considered science fiction. Explain how the story is fiction based on scientific information. Support your answer with important and relevant details from the story.

Scoring Guidelines:

- *Journey to the Center of the Earth* is imaginary and didn't really occur.
- The selection gives details about what the center of the Earth might have been.
- The author describes two marine reptiles that did swim in the ocean millions of years ago. The ichthyosaurus and plesiosaurus were real and not imaginary monsters.
- The narrator and Han describe the creatures including their size, and the number of teeth, and the description of their bodies. These were based on fossils that had been extinct for millions of years.

Open Response Scoring Rubric

Grade 5: Journey to the Center of the Earth

Score	Description
4	Response thoroughly explains how the story is fiction based on scientific information. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains how the story is fiction based on scientific information. Response lacks some specificity or relevance.
2	Response partially explains how the story is fiction based on scientific information. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to explain how the story is fiction based on scientific information. 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: *Crust, Mantle, Core*

Grade 5 Unit 5 Week 4

Theme/Main Idea:

Adventurers

How do we explore the center of the Earth?

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 three layers of the inside of the Earth. Support your answer with important and relevant details from the story.

Scoring Guidelines:

- The outer layer of the Earth is the crust. It is a hard rock layer and covers the whole Earth. It is thicker under the continents and thinner under the oceans. The temperature starts to rise the deeper you go into the crust.
- The middle layer of the Earth is called the mantle. It is beneath the crust. The mantle is thicker than the crust. As you go deeper, the temperature increases. The top portion of the mantle is hard solid rock. Below this top, the mantle is partly melted rock. Below the melted rock, the mantle will harden again.
- The core is the final layer and the center of the Earth. It is made of iron and nickel. The outer part of the core consists of melted iron and nickel. As you go deeper into the crust, the core pressure becomes greater and the iron and nickel harden again. This inner core is solid but hot. The temperature continues to rise as you travel from the outer to inner core.

Open Response Scoring Rubric Grade 5: *Crust, Mantle, Core*

Score	Description
4	Response thoroughly explains the three layers of the inside of the Earth. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains the three layers of the inside of the Earth. Response lacks some specificity or relevance.
2	Response partially explains the three layers of the inside of the Earth. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to explain the three layers of the inside of the Earth. 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: *Ghost Towns of the American West*

Grade 5 Unit 5 Week 5

Theme/Main Idea:

Adventurers

What adventurers helped drive westward expansion?

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 what the typical western town looked like. Support your answer with important and relevant details from the story. (Pages 615-616)

Scoring Guidelines:

- The buildings were surrounded by a sidewalk of wooden planks where there was a post to hitch up your horse and trough for horses to drink water.
- The bank was made of solid brick to make the customers feel that their money was well protected from robbers.
- There was also a mercantile which sold goods.
- Other shops included the blacksmith and stables for the horses and cattle.
- There might be a railroad station or a Pony Express station.

Open Response Scoring Rubric

Grade 5: Ghost Towns of the American West

Score	Description
4	Response thoroughly describes what the typical western town looked like. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally describes what the typical western town looked like. Response lacks some specificity or relevance.
2	Response partially describes what the typical western town looked like. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to describe what the typical western town looked like. 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: Ghost Towns of the American West Grade 5 Unit 5 Week 5

Theme/Main Idea:

Adventurers

What adventurers helped drive westward expansion?

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 some of the reasons the western towns become ghost towns. Support your answer with important and relevant details from the story.

Scoring Guidelines:

- The towns became economic failures for several reasons.
- Some towns were bypassed by the railroad. People moved to be closer to the railroad.
- The towns boomed when prospectors were able to mine precious minerals. They died out after all of the ore was gone.
- The cattle were driven to other markets.
- As people suffered bad luck and hunger, they abandoned the town.
- Many of these towns are remote.

Open Response Scoring Rubric

Grade 5: *Ghost Towns of the American West*

Score	Description
4	Response thoroughly explains some of the reasons the westerns towns become ghost towns. Response uses specific and relevant information from the story/article/selection as support.
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Written Response Template

Selection: Ghost Towns of the American West Grade 5 Unit 5 Week 5

Theme/Main Idea:

Adventurers

What adventurers helped drive westward expansion?

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 how the journey from New York to Rich Bar, the mining camp, was made difficult for Dame Shirley. Support your answer with important and relevant information from the text.

Scoring Guidelines:

- Dame Shirley experienced many dangers in her travels.
- At Cape Horn, the boat she was traveling went through violent storms.
- The trip from New York around Cape Horn to San Francisco took five months.
- She fell off her horse traveling to the mining camp when her saddle slipped.
- They got lost twice and had to sleep in the woods. The second time they got lost there were grizzly bears in the woods.
- As they reached Rich Bar, she galloped past a rattlesnake and went down the steep trail.

Open Response Scoring Rubric

Grade 5: Dame Shirley Goes to the Gold Rush

Score	Description
4	Response thoroughly explains how the journey from New York to Rich Bar, the mining camp, was made difficult for Dame Shirley. Response uses specific and relevant information from the story/article/selection as support.
3	Response generally explains how the journey from New York to Rich Bar, the mining camp, was made difficult for Dame Shirley. Response lacks some specificity or relevance.
2	Response partially explains how the journey from New York to Rich Bar, the mining camp, was made difficult for Dame Shirley. Response uses weak or limited information from the story/article/selection and may contain some misunderstandings.
1	Response attempts to explain how the journey from New York to Rich Bar, the mining camp, was made difficult for Dame Shirley. 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.

