

Written Response Template

Unit 4 Week 1

Selection: Westlandia

Theme/Main Idea: How do people and animals adapt to different/difficult situations?

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.

12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict).

Written Response Question:

Based on the selection, explain how Wes changes from the beginning to the end of the story. Give important details from the story to support your answer.

Scoring Guidelines:

Beginning

He was miserable.

He was different from the other kids.

He was an outcast. He had no friends.

He was the only one in his town who didn't like pizza and soda.

He thought football was stupid.

He wouldn't change his hair style to be like everyone else.

Kids make fun of him.

At the End

He had many friends.

He was happier. His morale improved.

He was much more patient with his friend. He was patient as they made mistakes as they played.

He grudgingly allowed them to ground plan seed oil.

He invited his friends to play in the new games he invented.

Open Response Rubric

Selection: Westlandia

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.

Question:

Based on the selection, explain how Wes changes from the beginning to the end of the story. Give important details from the story to support your answer.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of how Wes changes from the beginning to the end of the story. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of how Wes changes from the beginning to the end of the story. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of how Wes changes from the beginning to the end of the story. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of how Wes changes from the beginning to the end of the story. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 1

Selection: Paired Selections, “Under the Back Porch” and “Keziah”

Theme/Main Idea: How do people adapt to a new school?

Standard: 14-Poetry

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

Written Response Question:

In “Under the Back Porch” and “Keziah” the two authors share their special place. Explain how the details from the poems help convey that these are special places to the author. Support your answer with important details from the poems.

Scoring Guidelines:

Under the Back Porch

“It is my place”

It is all hers.

She can stand on the back porch and no one knows she is there.

She rest there.

She can go there when she’s alone.

It’s shaded.

It smells good.

“Keziah”

It is a secret place no one knows.

Open Response Rubric

Selection: Paired Selections, “Under the Back Porch” and “Keziah”

Standard: 14-Poetry

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

Question:

In “Under the Back Porch” and “Keziah” the two authors share their special place. Explain how the details from the poems help convey that these are special places to the author. Support your answer with important details from the poems.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of how the two poems convey that these are special places to the author. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of how the two poems convey that these are special places to the author. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of how the two poems convey that these are special places to the author. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of how the two poems convey that these are special places to the author. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 2

Selection: Stretching Ourselves: Kids with Cerebral Palsy

Theme/Main Idea: How do people adapt to living with physical limitations?

Standard: 13-Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Written Response Question:

Tanner's mom tells him "You're way ahead on learning to be brave. Explain how Tanner, Leslie, Emily, and Nic and others with cerebral palsy show their bravery. Support your answer with important details from the selection.

Scoring Guidelines:

Emily

She continues to stretch even though it is hard and might be painful. Emily tries to stay calm even when things are hard.

Tanner

When his friend tells him to hurry up, he tried not to get mad at them. Tanner tries to do things himself even when they are tough.

Other

You have to work hard at simple things.

Kids with cerebral palsy are always trying even when their bodies don't do what they want them to do.

People with cerebral palsy must work hard to learn things that come easily to others.

Open Response Rubric

Selection: Stretching Ourselves: Kids with Cerebral Palsy

Standard: 13-Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Question:

Tanner’s mom tells him “You’re way ahead on learning to be brave. Explain how Tanner, Leslie, Emily, and Nic and others with cerebral palsy show their bravery. Support your answer with important details from the selection.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of how people with cerebral palsy show their bravery. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of how people with cerebral palsy show their bravery. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of how people with cerebral palsy show their bravery. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of how people with cerebral palsy show their bravery. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Week 4 Unit 2

Selection: Helpful Tools

Theme/Main Idea: How do people adapt to a new school?

Standard: 13- Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Written Response Question:

Explain why “Helpful Tools” a good title for the article. Support your answer with important details from the article.

Scoring Guidelines:

- The article describes tools that helped the author who is blind.
- The Braille clothing tags help the author get dressed because she can tell the color of the clothing.
- The talking clocks and Braille watch can help her tell the time.
- Braille helps her read the names on the tags, the labels on spices and cans, and the microwaves.

Open Response Rubric

Selection: Helpful Tools

Standard:13- Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Question:

Explain why “Helpful Tools” a good title for the article. Support your answer with important details from the article.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of why the title is appropriate for the article. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of why the title is appropriate for the article. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of why the title is appropriate for the article. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of why the title is appropriate for the article. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 3

Selection: Exploding Ants

Theme/Main Idea: How do animals adapt to survive?

Standard: 13-Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Written Response Question:

The purpose of the article is to entertain and inform readers.

- Explain one way the author entertains readers.
- Explain one way the author inform readers.

Support your answer with important details from the article.

Scoring Guidelines:

To Inform

- The author gives us several important facts about how animals adapt to survive to find food, shelter, and to protect themselves from predators.
- The pictures provide more information about the animals.

To Entertain

- She uses informal tone like, “Gulping down a whole pig or chicken...is no big deal.”
- She chooses informal language, “Animals often do things that seem gross to us. They eat foods that they would find nauseating. They make their homes in disgusting places...”
- The author uses unusual animals to make the article interesting, like the exploding ants.

Open Response Rubric

Selection: Exploding Ants

Standard: 13-Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Question:

The purpose of the article is to entertain and inform readers.

- Explain one way the author entertains readers.
- Explain one way the author inform readers.

Support your answer with important details from the article.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of one way each of how the author entertains and informs readers. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of one way each of how the author entertains and informs readers. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of one way each of how the author entertains and informs readers. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of one way each of how the author entertains and informs readers. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 3

Selection: Exploding Ants

Theme/Main Idea: How do animals adapt to survive?

Standard: 13-Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Written Response Question:

Based on the article, explain how adaptations are important to animal species. Support your answer with important details from the article.

Scoring Guidelines:

- Adaptations are important for their survival for them to find food, shelter, and safety.
- Exploding ants and one termite species explode to defend themselves from intruders.
- The “honey jars” store food for the rest of the colony.
- Owls and snakes eat their prey whole. Owls will regurgitate later the skeleton, hair, and fur.
- Snakes’ jaws are designed so they can swallow their prey.
- The Comptonotus ant releases a special chemical to warn away the invader. If the invader attacks then the ant spews deadly chemicals.

Open Response Rubric

Selection: Exploding Ants

Standard: 13-Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Question:

Based on the article, explain how adaptations are important to animal species. Support your answer with important details from the article.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of how adaptations are important to animal species. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of how adaptations are important to animal species. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of how adaptations are important to animal species. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of how adaptations are important to animal species. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Selection: The Stormi Giovanni Club

Theme/Main Idea: How do people adapt to a new school?

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:

Explain how Stormi's feelings about making friends change from the beginning to the end of the selection. Support your answer with important details from the story.

Scoring Guidelines:

Beginning

- At the beginning she decides to make no friends. "In fact, no anything that I have to say goodbye to."
She exclaims that she will be the only member of the Stormi Giovanni Club.
- She emails her friend she won't be making friends.
- When Hannah invites her to sit with her at lunch, she is rude telling her she brings a book to lunch.

End

- Stormi found she was miserable when she was trying not to make new friends. She thinks people thought she was mean.
- She has met some interesting people.
- She finds some of her new friends are similar to her friends in Chicago.
- You sooner or later stop missing the last place you lived. You can't wait to stop missing the last place to start making friends in the new one. She compares it to a finger that hurts and you don't notice all of the things you use that finger. But, sooner or later, you do notice your finger doesn't hurt.

Open Response Rubric

Selection: The Stormi Giovanni Club

Standard: 8-Understanding Text

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

Question:

Explain how Stormi's feelings about making friends change from the beginning to the end of the selection. Support your answer with important details from the story.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of . The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of . The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of . The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of . The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 4

Selection: The Stormi Giovanni Club and Think Dress Code

Theme/Main Idea: How do people adapt to a new school?

Standard: 10-Genre

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

Written Response Question:

The “Stormi Giovanni Club” is a play, and “Think Dress Code” is a newspaper articles. Contrast these two different genres. Support your answer with important information on the text features of a play and newspaper article.

Scoring Guidelines:

Play

A story written to be performed by actors for an audience

The story has a problem, climax, solution, and characters

Tells what the characters say

Directions for what the actor should do, stage directions, are in parenthesis

Newspaper Article

It tells readers about current events, issues, people, and places of interest.

They report facts and people’s opinions.

Opinions are shown with direct quotations

The headlines gives the reader an idea of what the article is about

Open Response Rubric

Selection: The Stormi Giovanni Club and Think Dress Code

Standard: 10-Genre

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

Question:

The “Stormi Giovanni Club” is a play, and “Think Dress Code” is a newspaper articles. Contrast these two different genres. Support your answer with important information on the text features of a play and newspaper article.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of how a play and newspaper article differ. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of how a play and newspaper article differ. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of how a play and newspaper article differ. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of how a play and newspaper article differ. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 4

Selection: The Stormi Giovanni Club

Theme/Main Idea: How do people adapt to a new school?

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:

Read the sentences below from the play.

“So, I’ve decided to let others members into the Stormi Giovanni Club. Really, it’s better that way.”

Explain why Stormi at the end of the play thinks it is better to make new friends. Provide important and specific details from the story to help support your explanation.

Scoring Guidelines:

- Stormi found she was miserable when she was trying not to make new friends. She thinks people thought she was mean.
- She has met some interesting people.
- She finds some of her new friends are similar to her friends in Chicago.
- You sooner or later stop missing the last place you lived. You can’t wait to stop missing the last place to start making friends in the new one. She compares it to a finger that hurts and you don’t notice all of the things you use that finger. But, sooner or later, you do notice your finger doesn’t hurt.

Open Response Rubric

Selection: The Stormi Giovanni Club

Standard: 8-Understanding Text

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

Question:

Read the sentences below from the play.

“So, I’ve decided to let others members into the Stormi Giovanni Club. Really, it’s better that way.”

Explain why Stormi at the end of the play believes it is better to make new friends. Provide important and specific details from the story to help support your explanation.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of why the character at the end believes it is better to make new friends. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of why the character at the end believes it is better to make new friends. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of why the character at the end believes it is better to make new friends. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of . The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 4

Selection: Think Dress Code

Theme/Main Idea: How do people adapt to a new school?

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:

The article describes how some kids feel about a dress code. Based on the article, explain some reasons a dress code is a good idea and not a good idea. Support your answer with important and specific information from the article.

Scoring Guidelines:

Not a Good Idea

- You can't wear your clothes the way you want to. A student is told he can't wear pants that are too low.
- You can't wear the clothes you like. A student finds an outfit she likes but it doesn't fit the school's dress code.

Good Idea

- Students should dress so they are ready to work.
- Teachers have the same dress code.
- Students don't always wear appropriate clothes. "Sometimes everyone wants to be cool, so they wear really tacky clothes."

Open Response Rubric

Selection: Think Dress Code

Standard: 8-Understanding Text

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

Question:

The article describes how some kids feel about a dress code. Based on the article, explain some reasons a dress code is a good idea and not a good idea. Support your answer with important and specific information from the article.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of the reasons a dress code is a good idea and not a good idea. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of the reasons a dress code is a good idea and not a good idea. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of the reasons a dress code is a good idea and not a good idea. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of the reasons a dress code is a good idea and not a good idea. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Written Response Template

Unit 4 Week 5

Selection: The Gymnast

Theme/Main Idea: Why do people try to change themselves?

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, describes how the author feels toward his cousin at the beginning. How do these feelings change at the end? Support your answer with important details from the story.

Scoring Guidelines:

- The author is jealous of his cousin.
- He says he was jealous because he knew from watching athletes on television that they were admired by others.
- He says he was glad to be home after visiting his cousin.
- He describes his cousin as a show-off.
- At the end, he states, "I ate a plum and pictured my cousin who was probably cartwheeling to the audience of one sleeping dog." If your audience is a sleeping do, then maybe being a gymnast isn't so great.

Open Response Rubric

Selection: The Gymnast

Standard: 8-Understanding Text

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

Question:

Based on the selection, describes how the author feels toward his cousin at the beginning. How do these feelings change at the end? Support your answer with important details from the story.

Score	Description
<u>4</u>	The response is a clear, complete, and accurate explanation of how the author feels towards his cousin at the beginning and end of the selection. The response includes important information from the selection.
<u>3</u>	The response is a mostly clear, complete, and accurate explanation of how the author feels towards his cousin at the beginning and end of the selection. The response includes relevant but often general information from the selection.
<u>2</u>	The response is a partial explanation of how the author feels towards his cousin at the beginning and end of the selection. The response includes limited information from the selection and may include misperceptions or inaccuracies.
<u>1</u>	The response is a minimal explanation of how the author feels towards his cousin at the beginning and end of the selection. The response includes little or no information from the selection and may include misperceptions or inaccuracies. OR The response relates minimally to the task.
<u>0</u>	The response is incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

