

## Short Response 2 Point Rubric

Points	Criteria
2	<ul style="list-style-type: none"><li>• Valid answer, inference, claim, position, or conclusion</li><li>• Relevant text details</li><li>• Accurate number of details</li><li>• Complete sentences</li><li>• Mechanically sound</li></ul>
1	<ul style="list-style-type: none"><li>• Partially correct answer, inference, claim, position, or conclusion</li><li>• Some relevant details</li><li>• Incomplete sentences</li><li>• Some mechanical errors</li></ul>
0	<ul style="list-style-type: none"><li>• Inaccurate answer, inference, claim, position, or conclusion</li><li>• Inaccurate or irrelevant details</li><li>• Illegible or difficult to understand</li></ul>

**Passage 1**

**Directions:** Use *Nellie Bly: Trailblazer* to answer the following short response questions.

How does Bly's editor feel about her abilities? Explain.

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Why does Bly become angry over the business manager's argument? Explain.

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**Passage 2**

**Directions:** Use *I Wonder* to answer the following short response questions.

Which details from *I Wonder* reinforce the idea that this story is a fairytale? Explain.

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Which details help develop the story's theme? Explain.

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# Extended Response Rubric

Criteria	4	3	2	1
<b>Content</b>	<ul style="list-style-type: none"> <li>➤ Clear, interesting introduction of topic</li> <li>➤ Demonstrates superior understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clear introduction of topic</li> <li>➤ Demonstrates grade level understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction of topic may be unclear</li> <li>➤ Demonstrates limited understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction does not address task</li> <li>➤ Demonstrates little understanding of text</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>➤ Details, quotations, and facts are well-chosen and specific</li> <li>➤ If required, evidence from 2 texts is included equally</li> <li>➤ Evidence is well chosen and varied</li> </ul>	<ul style="list-style-type: none"> <li>➤ Details, quotations, and facts are relevant</li> <li>➤ If required, evidence from 2 texts is included</li> <li>➤ Evidence is accurate but may lack variety</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partial use of evidence</li> <li>➤ Evidence from 2 texts is required but evidence is only from one text</li> <li>➤ Use of evidence that may not be accurate</li> </ul>	<ul style="list-style-type: none"> <li>➤ No evidence is provided, or evidence is irrelevant</li> </ul>
<b>Organization, Clarity, and Style</b>	<ul style="list-style-type: none"> <li>➤ Skillful organization and use of transitions enhance meaning</li> <li>➤ Includes formal style, sophisticated vocabulary, and voice</li> <li>➤ Interesting concluding statement that clearly stems from the topic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clear organization and use of transitions</li> <li>➤ Includes formal style and grade-level vocabulary</li> <li>➤ Concluding statement relates to topic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partially organized, with little use of transitions</li> <li>➤ Some attempt at a formal style, with basic vocabulary</li> <li>➤ Some attempt is made to conclude</li> </ul>	<ul style="list-style-type: none"> <li>➤ Little attempt at organization</li> <li>➤ No use of transitions</li> <li>➤ Lacks a formal style</li> <li>➤ Conclusion is missing or irrelevant</li> </ul>
<b>Mechanics: grammar, spelling, punctuation, and capitalization.</b>	<ul style="list-style-type: none"> <li>➤ There is clear evidence that the response has been reviewed, revised and edited.</li> <li>➤ There are few errors.</li> </ul>	<ul style="list-style-type: none"> <li>➤ There is some evidence that the response has been reviewed, revised, and edited.</li> <li>➤ There are some errors, but they do not interfere with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ There is little evidence that the response has been reviewed, revised, and edited.</li> <li>➤ Frequent errors interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>➤ There is no evidence that the response has been reviewed, revised, and edited.</li> <li>➤ Frequent errors hinder understanding</li> </ul>

Passages 1 & 2

Directions: Use *Nellie Bly: Trailblazer* and *I Wonder* to answer the following extended response question.

Based on the passages, Nellie Bly and Youngling both manage to achieve difficult feats. Compare the ways in which both characters are *trailblazers*. Explain the reasons Bly and Youngling both make impressions on the onlookers who witness their achievements.

In your response be sure to do the following:

- describe how both characters are trailblazers
- explain why Bly makes an impression on onlookers
- explain why Youngling makes an impression on onlookers
- use details from both passages in your response
- ❖ Be sure to check your work for correct spelling, capitalization, punctuation, and grammar.

— should be its own paragraph  
— should be its own paragraph  
— should be its own paragraph

Intro paragraph, AND conclusion paragraph

Lined writing area for the student's response.



Blank lined paper with horizontal ruling lines.

Read the poems below. Take notes. Answer the questions that follow.

*Daybreak*

By Carl Sandberg

Daybreak comes first  
in the splinters shimmering.  
Neither is the day here  
nor is the night gone.  
Night is getting ready to go  
And Day whispers, "Soon now, soon."

*Pippa's Song*

By Robert Browning

The year's at the spring  
And the day's at the morn;  
Morning's at seven;  
The hillside's dew-pearled;  
The lark's on the wing;  
The snail's on the thorn:  
God's in his heaven—  
All's right with the world!

*What Dawn Remembers*

By Matthew Anish

Even while we sit waiting  
Intimations of a new dawn  
are beginning to cut through our darkness  
trouble, violence  
and uncertainty  
will surely fade  
when light cuts through the clouds  
Dawn promises many things  
Above all a brighter future  
than we thought possible  
After every evening

the blood-red sun rises  
It's rays cause us to pulse with renewed life  
The land awakens  
A new day has come  
We can rejoice now  
As after a taste of death  
We arise once more

**Directions:** After reading each poem, answer the questions below. Choose the BEST answer for each question.

- 11 The theme of *Pippa's Song* is
- the seasons are confused
  - all is right in the world
  - the birds have stopped singing
  - many things in the world need to change
- 12 The tone of all three poems is
- hope
  - envy
  - helplessness
  - loneliness
- 13 Compare the poem, *Daybreak*, to the poem, *Pippa's Song*. What part of speech is predominately found in **each** line?
- adjective
  - infinitive
  - adverb
  - preposition
- 14 What poetic element is represented in the following line:
- in thin splinters shimmering
- rhythm
  - rhyme
  - repetition
  - assonance



15 Read the following line from *What Dawn Remembers*. Answer the question below.

It's rays cause us  
to pulse with renewed life

Which of the following is **NOT** a synonym of the word **renewed**?

- a. recreated
- b. restored
- c. regenerated
- d. rewind

16. Why did the author of *Pippa's Song* choose the time of 7 in the morning?

- a. the day is just beginning
- b. most people are awake at 7 am
- c. it was his favorite time of day
- d. day is almost over at 7 am

17 Which choice of words can **NOT** be used to describe the mood of each poem?

- a. content, expectant, rejuvenated
- b. worry, dismay, repetitive
- c. peaceful, renewed, hopeful
- d. warm, calm, encouraged

18 Which poetic element is being used throughout lines 1-4 of *Daybreak*?

- a. alliteration
- b. irony
- c. simile
- d. hyperbole

19 In the poem, *What Dawn Remembers*, what is the dawn remembering of the previous evening?

- a. uncertainty
- b. light cutting through the clouds
- c. nothing
- d. trouble and violence

- 20 Which world from the poem, *What Dawn Remembers* does NOT help the author establish the mood?
- new
  - promises
  - uncertainty
  - awakens

- 21 In the poem, *Pippa's Song*, each line contains a prepositional phrase **except**
- 3
  - 4
  - 8
  - 1

- 22 Using the chart below, determine the point of view used in each poem.

	<i>Daybreak</i>	<i>Pippa's Song</i>	<i>What Dawn Remembers</i>
a	third omniscient	third limited	first person
b	first person	first person	first person
c	third limited	second person	first person
d	third omniscient	third omniscient	first person

- 23 In *Pippa's Song*, the author states

<p>God's in his heaven— All's right with the world!</p>
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This statement is a

- theory
  - fact
  - prayer
  - opinion
- 24 In the poem, *What Dawn Remembers*, which of the following lines represents darkness?
- as after a taste of death
  - the land awakens
  - intimations of a new dawn
  - a new day has come

25. Read the following line from *Daybreak*.

and Day whispers, "Soon now, soon."

The author chose to capitalize the word **Day** in order to show:

- a. sunlight
- b. present tense
- c. personification
- d. action

26. Which of the following statements is the **BEST** summary of *What Dawn Remembers*?

- a. Live life to the fullest because it goes by fast. Each day melts into darkness over and over again.
- b. People are always looking forward to the next day in order to forget all the unpleasant events that have occurred. A new day promises a fresh beginning and a wonderful future as long as there is hope.
- c. A new day has come after the narrator has had a near-death experience. He is hopeful that he will never experience such a horrible day again.
- d. The sun comes up each day sending out its sunbeams to help all things on Earth grow. People are recovering from a horrible drought and need the sun's encouragement in order to have hope for the future.