

## **Unit Test: *Roll of Thunder, Hear My Cry* | Part 1 Key**

### **Section 1**

1. D
2. A
3. B
4. I
5. J
6. F
7. H
8. E
9. C
10. K

### **Section 2**

#### A. Plot Events

1. Exposition
  - a. Events in Chapters 1 and 2 (some examples below)
    - i. Schoolroom conflict.
    - ii. Meeting T. J. and Jeremy Simms.
    - iii. Meeting Papa and Mr. Morison.
    - iv. Hearing about the land.
2. Rising Action
  - a. Events from Chapter 3 through Chapter 10 (some examples below)
    - i. Cassie and Big Ma in the store in Strawberry.
    - ii. Mamma is fired for pasting paper over the books from the White school.
    - iii. Papa is run over by the wagon and breaks his leg.
    - iv. The loan comes up on the land.
3. Climax
  - a. Chapter 11 (some examples below)
    - i. After stealing the pearl-handled pistol T. J. comes to get Stacey for help to get home.
    - ii. The children help T. J. get home.
    - iii. The night riders come to T. J.'s house.
    - iv. Mr. Jamison's efforts to help T. J. are not working, so the children go for Papa.
4. Falling Action
  - a. Chapter 12 pp. 257-273 (some examples below)
    - i. Papa and Mr. Morison go to help T. J.
    - ii. Mama and Big Ma fight the fire.
    - iii. Cassie and children talk to Jeremy Simms.

- iv. Cassie investigates the field.
- 5. Resolution
  - a. Chapter 12 pp. 274-276
    - i. Cassie discovers that Papa lit the fire.
    - ii. Papa talks to Stacey about T. J.'s fate.
    - iii. The children go to bed.
    - iv. Cassie cries for T. J.

### Section B Rubric

2	1.5	1	0.5	0
Explanation of why the plot event occurs under the particular section of the plot structure (Exposition, Rising Action, Climax, Falling Action, and Resolution) is developed with a clear and succinct line of reasoning. Response is 3-4 sentences and uses precise and detailed language. Responder cites specific evidence from the text to back up his or her claim.	Explanation of why the plot event occurs under the particular section of the plot structure is developed, but the line of reasoning is confused in 1-2 places. Response is 3-4 sentences and uses detailed language. Responder cites specific evidence from the text to back up his or her claim.	Explanation of why the plot event occurs under the particular section of the plot structure is confused in more than two places. Response is 3 sentences or less and uses vague language. Responder cites irrelevant or extremely vague evidence from the text to back up his or her claim.	Explanation of why the plot event occurs under the particular section of the plot structure is attempted, but the result does not follow any line of relevant reasoning. Response is less than three sentences. Responder does not cite evidence from the text to back up his or her claim.	Response is not attempted or student confuses different parts of the plot structure.

### Section 3

1. Simile
2. Metaphor

3. Symbol
4. Imagery
5. Simile
6. Colloquial language
7. Personification
8. Metaphor

#### **Section 4**

<b>Score:</b>	<b>9-10</b>	<b>6-8</b>	<b>3-5</b>	<b>0-2</b>
<b>Length and Language</b>	Student's response is 4-6 sentences. Response follows a clear and consistent line of reasoning.	Student's response is 4-6 sentences. Response generally follows a clear line of reasoning, but there are some inconsistencies .	Student's response is 3-5 sentences. Line of reasoning has many inconsistencies that severely interfere with understanding the line of reasoning.	Student's response is less than 3 sentences. Response is extremely inconsistent so much so that meaning is obstructed and does not have any recognizable line of reasoning.
<b>Connection to Big Idea</b>	Student identifies the Big Idea that he or she is connecting the quote to and explains the significance of the Big Idea in the story as well as how this quote functions as an example of that Big Idea. Response is especially nuanced and	Student identifies the Big Idea that he or she is connecting the quote to and explains the significance of the Big Idea in the story as well as how this quote functions as an example of that Big Idea.	Student does not identify the Big Idea that he or she is connecting the quote to, but the student explains how the quote exemplifies one of these themes. <b>OR</b> Student identifies the Big Idea that he or she is connecting to	Student does not connect the quote to the Big Idea or the connection to the Big Idea is very far-fetched (stretching evidence).

	<p>makes multiple connections between the quote and the Big Idea.</p>		<p>the quote, but does not explain the significance of the Big Idea of the story. Student explains how the quote functions as an example of that Big Idea.</p>	
<p><b>Use of Evidence</b></p>	<p>Student cites specific and relevant evidence from the quote or the story to back up his or her claim about the Big Idea.</p>	<p>Student cites relevant evidence from the quote or the story to back up his or her claim, but the evidence is not specific in 1-2 places.</p>	<p>Student cites evidence from the quote or the story, but their evidence does not back up his or her claim about the Big Idea or his or her evidence is not specific in 3-4 places.</p>	<p>Student does not cite evidence from the quote/story or the evidence that they cite does not back up their claim about the Big Idea.</p>

**Unit Test *Roll of Thunder, Hear My Cry* | Part 2 Rubric**

**PSSA TDA Rubric (Adapted from [REDACTED])**

**Introduction: (Total Points: 6)**

General Opener	Student uses a hook that creates interest and is relevant to the topic of the essay. Hook is a general statement.	<b>Points: 1</b>
Narrowing Hook	Narrow down hook by giving specific examples within the general statement of the hook.	<b>Points: 1</b>
Brief Summary	1-2 sentences overview of the text and/or historical context that places the topic of the prompt in context.	<b>Points: 1</b>
Thesis	Thesis is a clear and specific claim that previews the main points of the essay.	<b>Points: 2</b>
Author and Title	Include author and properly formatted title in thesis.	<b>Points: 1</b>

**Body Paragraph(s): (Total Points for 2 Paragraphs: 30)**

Transition	Student uses clear transitional structure that follows from the thesis. (i.e. Stacey's relationship with T. J...)	<b>Points: 1 per paragraph</b>
Restate and Answer Reason	Student restates the thesis and elaborates on a main	<b>Points: 2 per paragraph</b>

	point of the essay, providing more detailed supporting details that outline the structure of the paragraph.	
Citing Evidence 1	Student cites a direct quote or paraphrase from the text to back up the claim for the paragraph.	<b>Points: 2 per paragraph</b>
Explanation 1	Student clearly explains how the evidence cited supports the main claim of the paragraph.	<b>Points: 3 per paragraph</b>
Transition	Student provides a transitional sentence between Citing Evidence 1 and Citing Evidence 2.	<b>Points: 1 per paragraph</b>
Citing Evidence 2	Student cites a direct quote or paraphrase from the text to back up the claim for the paragraph.	<b>Points: 2 per paragraph</b>
Explanation 2	Student clearly explains how the evidence cited supports the main claim of the paragraph.	<b>Points: 3 per paragraph</b>
Summary	Student summarizes the main points of the paragraph and connects the arguments made back to the thesis.	<b>Points: 1</b>

**Conclusion: (Total Points: 4)**

Conclusion Transition	Student uses clear transitional structure that indicates closure. (i.e. In the novel <i>Roll of Thunder...</i> ).	<b>Points: 1</b>
Conclusion Thesis	Student restates the thesis	<b>Points: 2</b>

	from the introduction in a slightly different format and reviews the main points of the essay.	
Conclusion Clincher	Student ends with a thoughtful statement regarding the topic that either connects back to the general opener or reaches out to the audience.	<b>Points: 1</b>

**Mechanics: (Total Points: 3)**

Spelling/Grammar	Student has little to no mistakes in spelling or grammar.	<b>Points: 2</b>
Phrasing	Student's sentences flow logically and clearly from one to the next.	<b>Points: 1</b>