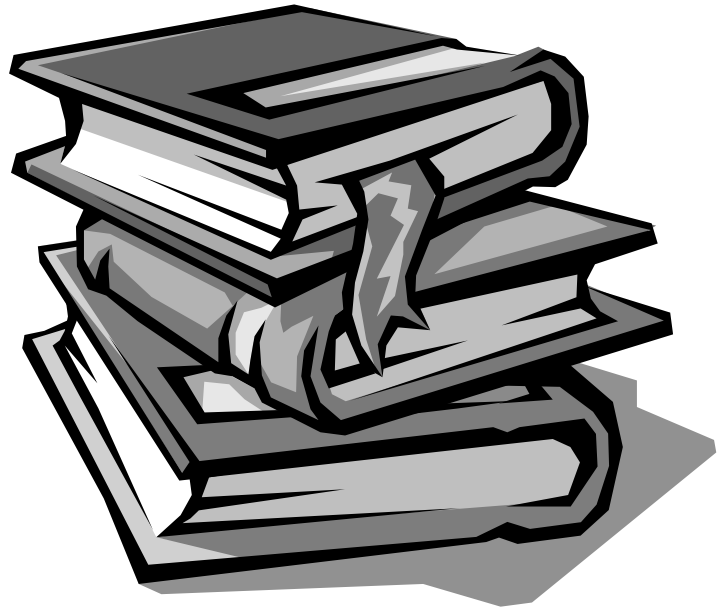


# English Language Arts Prototype



Suggested for: **5<sup>th</sup> Grade**  
**Overcoming Adversity**

Prototypes developed by  
St. Clair County Educators  
Revised January 2005



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# **PART 1**

## **WRITING FROM KNOWLEDGE AND EXPERIENCE**

### **PART 1: SESSION 1 PREWRITING**

#### **THINKING ABOUT THE TOPIC:**

**Overcoming Adversity** – being successful when faced with life’s problems

#### **Think about Overcoming Adversity:**

What are some problems people face in life?

Do you know someone who has faced a difficult situation?

Have you ever been faced with one of life’s many problems?

How do you feel when faced with one of life’s problems?

## **PART 1: SESSION 1 DRAFTING**

### **WRITING ABOUT THE TOPIC:**

Continue to think about the topic: **Overcoming Adversity**. You will have approximately 25 minutes to work on your draft.

Do **ONE** of the following:

write about a time when you overcame a difficult situation

**or**

write about a time when someone you know has successfully overcome adversity

**or**

write about a time when someone from history overcame adversity

**or**

tell what could be learned from someone who has overcome adversity

**or**

write about the topic in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

When you are ready, you may begin your draft.

Your writing will be read by interested adults.





# **PART 1: SESSION 1**

## **REVIEW OF WRITING**

### **DIRECTIONS:**

Use the following checklist as you draft.

### **CHECKLIST FOR REVISION:**

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

### **CHECKLIST FOR EDITING:**

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

### **CHECKLIST FOR PROOFREADING:**

- Is everything just the way I want it?

**Michigan Educational Assessment Program**  
**Integrated English Language Arts**  
**Part 1 Rubric**  
**Writing from Knowledge and Experience**

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

**PART 2-A**  
**READING FOR UNDERSTANDING**

**Directions:**

In this part of the test, you will be reading two selections that are related.

# FIRST READING SELECTION

*Teammates*

by  
Peter Goldenbock

## FIRST READING SELECTION QUESTIONS

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Teammates* at any time.

1. Which is **NOT** an example of segregation?
  - A. black people going to separate schools
  - B. separate drinking fountains for white people
  - C. a town where both black and white people live
  - D. black people having to sit at the back of a bus
  
2. How was life in the Major Leagues different from life in the Negro Leagues?
  - A. Negro League players were paid more.
  - B. Major League players often slept in their cars.
  - C. Negro League players stayed in fancy hotels.
  - D. Major League players were paid more.
  
3. Which word could be used to describe Brooklyn Dodgers manager Branch Rickey?
  - A. brave
  - B. mean
  - C. racist
  - D. shy
  
4. “The great experiment” was
  - A. when Branch Rickey bought the Brooklyn Dodgers.
  - B. when Branch Rickey asked Jackie Robinson to join the Dodgers.
  - C. when Jackie Robinson joined the Negro League.
  - D. when Pee Wee Reese put his arm around Jackie.
  
5. How did many baseball fans react to Jackie Robinson?
  - A. They cheered loudly for him.
  - B. They called him terrible names.
  - C. They held up banners with his name.
  - D. They did nothing.

6. What do Pee Wee Reese's actions tell us about him?
- A. He liked to do what everyone else did.
  - B. He did not have respect for black people.
  - C. He liked to tease people.
  - D. He believed in doing the right thing.
7. An important lesson from this selection is that
- A. It is acceptable to give up when faced with a problem.
  - B. Everyone should act just like everyone else.
  - C. It is important to work hard when trying to overcome a problem.
  - D. It is good to fight back.
8. Which word could be used to describe Jackie Robinson?
- A. determined
  - B. unkind
  - C. happy
  - D. uncaring
9. Based on his words and actions, how do you think Jackie Robinson felt about segregation?
- A. He felt it was a good idea.
  - B. He had no opinion.
  - C. He felt it was wrong and worked hard to overcome segregation.
  - D. He felt it was sometimes good and sometimes wrong.
10. Why does the author describe what the cars looked like in the beginning of the selection?
- A. He collects cars and likes to describe them.
  - B. It helps you understand when the story takes place.
  - C. It helps you understand where the story takes place.
  - D. It helps you understand who the story will be about.

## **SECOND READING SELECTION**

*Who the Heck is Patricia Polacco?*

**by  
Patricia Polacco**

## Who the Heck is Patricia Polacco?

I'm so glad you are here and that you would like to know more about me.

I was born in Lansing, Michigan in 1944. Soon after my birth, I lived in Williamston, Michigan and then moved onto my grandparents farm in Union City, Michigan.

I lived on the farm with my mom and Grandparents until 1949. That is when my Babushka (my grandmother) died and we prepared to move away from Michigan. I must say that living on that little farm with them was the most magical time of my life...and that my Babushka and other grandparents were some of the most inspirational people in my life.

My parents were divorced when I was 3, and both my father and mother moved back into the homes of their parents. I spent the school year with my mother, and the summers with my dad. In both households I was the apple of my grandparents' eyes! I would say that these relationships with my grandparents have most definitely influenced my life and my work. You probably have noticed that in almost every book that I write there is a very young person who is interacting with an elderly person. Personally, I feel that this is the most valuable experience of my life...having the wonder of knowing both children and elderly people.

The respect that I learned as a very young person certainly carried over into my life in later years. I have always liked hearing stories from these folks. My genuine curiosity for the wonder of living a very long life prepared me to accept the declining years of my own parents.

To get back to the farm in Union City...this place was so magical to me that I have never forgotten it! This was the place where I heard such wonderful stories told...this was the place that a real meteor fell into our front yard...that very meteorite is now our family headstone in the graveyard here in Union City.

Did I tell you that I now live in Union City? This is after living in Oakland, California for almost 37 years. But, you see, every year I'd come back to Michigan to see my Dad and family.

Anyway...

In 1949 we left the farm to move, first to Coral Gables, Florida. I lived there with my Mom and my brother, Richard, for almost 3 years. Then we moved to Oakland, California. I remained there for most of my young life on into my adulthood. We lived on Ocean View Drive in the Rockridge District. What I loved the most about this neighborhood is that all of my neighbors came in as many colors, ideas and religions as there are people on the planet. How lucky I was to know so many people that were so different and yet so much alike.

It is on Ocean View that I met my best friend, Stewart Grinnell Washington. We are best friends to this day! He has a younger brother, Winston and three sisters, Jackie, Terry and Robin. When I was a student in elementary school I wasn't a very good student. I had a terrible time with reading and math. As a matter of fact, I did not learn how to read until I was almost 14 years old. Can you imagine what it was like to see all my friends do so well in school and I wasn't! I thought I was dumb. I didn't like school because there was this boy that always teased me and made me feel even dumber. When I was fourteen, it was learned that I have a learning disability. It is called dyslexia. I felt trapped in a body that wouldn't do what everybody else could do. That was when one of my hero's, my teacher, found what was wrong with me and got me the help I needed to succeed in school. Of course, now that I am an adult, I realize that being learning disabled does not mean DUMB AT ALL! As a matter of fact, I have learned that being learning disabled only means that I cannot learn the way most of you do. As a matter of fact most learning disabled children are actually GENIUSES! Once I learned how to read and caught up with the rest of my fellow students, I did very well.

I went on to University, majored in Fine Art, then went on to do a graduate degree and even ended up with a Ph.D. in Art History. For a time I restored ancient pieces of art for museums. I eventually became the mother of two children, Steven and Traci, and devoted much of my days to their education and upbringing.

I did not start writing children's books until I was 41 years old. Mind you the "art" has always been there for me most of my life. Apparently one of the symptoms of my disability in academics is the ability of draw very, very well. So drawing, painting and sculpture has always been a part of my life even before I started illustrating my books. The books were quite a surprise, really. Mind you, I came from a family of incredible storytellers. My mother's people were from the Ukraine and Russia...my father's people were from Ireland. My extended family, (Stewart's family) were from the bayous of Louisiana...also great story tellers. When you are raised on HEARING stories...NOT SEEING THEM, you become very good at telling stories yourself. So at the age of 41 I started putting stories that I told down on paper and did drawings to help illustrate them...I guess the rest is history.

I have enjoyed a wonderful career of writing books for children. Who could have guessed that little girl that was having such a tough time in school would end up an illustrator and author. Children and adults alike ask me where I get my ideas...I get them from the same place that you do....MY IMAGINATION... I would guess the reason my imagination is so fertile is because I came from storytelling and, WE DID NOT OWN A T.V.!!!!!!! You see, when one is a writer,

actor, dancer, musician; a creator of any kind, he or she does these things because they listen to that "voice" inside of them. All of us have that "voice". It is where all inspired thoughts come from....but when you have electronic screens in front of you, speaking that voice for you... it **DROWNS OUT THE VOICE!** When I talk to children and aspiring writers, I always ask them to listen to the voice, turn off the T.V. and **LISTEN...LISTEN...LISTEN.**

Now that I have moved back to Union City I am intending to open my house and community and invite people to come there to take part in writing seminars, story telling festivals, literature conferences and various events that celebrate children's literature. Keep an eye on my newsletter and my coming soon page and you may wish to come to one of these events.

## SECOND READING SELECTION QUESTIONS

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Who the Heck is Patricia Polacco?* at any time.

11. What genre is this selection?
  - A. a poem
  - B. an autobiography
  - C. historical fiction
  - D. a biography
  
12. Why didn't Patricia Polacco do well in school?
  - A. She was absent many days.
  - B. School was boring.
  - C. A boy always teased her.
  - D. She has a learning disability.
  
13. The author told about herself by
  - A. comparing and contrasting her life to others.
  - B. writing a diary.
  - C. telling us what happened to her in the order it occurred.
  - D. rambling on about her life.
  
14. What might be the best reason why the author's stories so often show a close relationship between a young and an old person?
  - A. Stories should always include young and old people.
  - B. It makes the stories have more action.
  - C. She spent so much time with her grandparents as a youngster.
  - D. Readers like to hear about grandparents.
  
15. What text feature was used to stress words of importance?
  - A. underlining and highlighting
  - B. long and important words
  - C. paragraphing and indenting
  - D. all capitals and larger letters.

16. This story is **MOSTLY ABOUT**
- A. overcoming adversity
  - B. helping others
  - C. learning how to write
  - D. living in many places
17. Patricia Polacco says her story ideas come from
- A. the voices of others.
  - B. reading books.
  - C. her imagination.
  - D. her grandparents.
18. A good summary of this story would be
- A. People move to new homes all over the world.
  - B. A disability doesn't mean you can't be successful.
  - C. Careers in reading and writing help people become important.
  - D. Authors need to begin writing early in their lives.
19. In the story Patricia Polacco asks the reader to imagine
- A. what it would be like not knowing how to read when others do.
  - B. how it feels to live in two different places.
  - C. not having a best friend.
  - D. growing up without grandparents.
20. The purpose of the story is to
- A. inspire and encourage young authors.
  - B. persuade the reader to be like everyone else.
  - C. teach sharing and kindness.
  - D. inform readers about Union City, Michigan.

## CROSS-TEXT QUESTIONS

### DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the texts at any time.

21. In both reading selections, you read about main characters who
- A. helped others who were treated badly.
  - B. overcame hardships to succeed.
  - C. lived with both their mother and father.
  - D. liked to visit others.
22. What important advice would Jackie Robinson and Patricia Polacco **MOST LIKELY** give?
- A. Follow the crowd.
  - B. Get a good education.
  - C. Believe in yourself and what you can do.
  - D. Do not be afraid to give up.
23. How did the main characters react to putdowns from others?
- A. They yelled back.
  - B. They ran away.
  - C. They told their parents.
  - D. They continued to try their best.
24. In both texts the characters' actions
- A. showed determination.
  - B. said they were liked by others.
  - C. explained how to have fun.
  - D. displayed sadness.
25. What important lesson can be learned from the two selections?
- A. Sometimes it's a good idea to fight back.
  - B. Cooperation is the best way to accomplish your goals.
  - C. It takes courage and hard work to get what you want.
  - D. Depending on others leads to disappointment.

## PART 2-B

### READING AND WRITING

#### APPLYING IDEAS TO A TASK

##### DIRECTIONS:

During Part 2-A of this test you read *Teammates* and *Who the Heck is Patricia Polacco?* You may look back at the reading selections to help you answer the following question:

##### SCENARIO:

Your best friend has broken his leg three days before he was to join you and your family on a river rafting trip. The two of you have been looking forward to all the fun for a long time. Now your parents say if your friend comes on the trip he can not river raft and neither can you, as you will have to keep him company on shore. You can river raft if your friend does not come on the trip.

Will you decide to not take your friend and go rafting or take your friend and not go rafting?

Write a letter to your best friend explaining your decision and why you made that decision.

When finished, fill out this checklist.

- Did I take a position on the question?
- Did I tell why I took this position?
- Did I use examples from the two reading selections to support my thinking?
- Did I show how the selections are connected or alike?

**Michigan Educational Assessment Program**  
**Integrated English Language Arts Assessment**  
**Grade 5**  
**Part 2-b Rubric**  
**Writing in Response to Reading**

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.





## **PART 3**

### **LISTENING FOR UNDERSTANDING**

#### **DIRECTIONS:**

In this part of the test, you will be listening to one selection.

#### **LISTENING DIRECTIONS:**

Concentrate on listening to *Helen Keller: Courage in the Dark* as a story. As you listen think about the actions of Helen Keller and what you could learn from them. Do Helen Keller's actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about Helen Keller's actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *Helen Keller: Courage in the Dark*.

# **LISTENING SELECTION**

*Helen Keller: Courage in the Dark,*

**by  
Johanna Hurwitz**

## LISTENING SELECTION QUESTIONS

**DIRECTIONS:** Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *Helen Keller: Courage in the Dark* at any time.

26. Why did young Helen Keller begin to act out?
- A. She was spoiled.
  - B. She couldn't hear.
  - C. She couldn't tell people how she felt.
  - D. She was sick.
27. In this selection the author said that the day Annie Sullivan moved in with Helen turned out to be the most important day of Helen's life. Why did she say this?
- A. Annie made Helen learn how to behave.
  - B. Annie knew what it was like to be blind herself.
  - C. Annie became a friend.
  - D. Annie taught Helen how to express herself and understand things.
28. With which statement would the author probably agree?
- A. Helen Keller was a poor student.
  - B. Helen Keller was kind.
  - C. Helen Keller was determined.
  - D. Helen Keller used her handicap as an excuse.
29. According to this selection, Annie and Helen
- A. argued about what Helen should learn.
  - B. worked as a team to accomplish Helen's goals.
  - C. had fun together.
  - D. were unhappy working together.
30. An important lesson from this selection is
- A. you can do almost anything if you work hard for it.
  - B. be kind to others.
  - C. teach someone something new.
  - D. reading isn't important.

31. All of the following would be true **EXCEPT**
- A. Helen was an author.
  - B. Helen gave speeches around the world.
  - C. Helen graduated from college.
  - D. Helen felt sorry for herself.
32. In what way did Annie Sullivan show she was determined to help Helen?
- A. She never gave up trying to teach her.
  - B. She made her obey.
  - C. She taught her how to spell.
  - D. She taught her how to eat.
33. How did Helen learn to speak?
- A. She looked at her lips in a mirror.
  - B. She listened to a tape recorder.
  - C. She copied movements of mouth and tongue.
  - D. She imitated sounds.
34. The author says, “Helen Keller’s life was filled with silence and darkness. But she had the courage and determination to light her days.” What does this mean?
- A. Helen was afraid of the dark.
  - B. Helen was used to silence.
  - C. Helen found enjoyment reading in the light.
  - D. Helen accomplished things that made her happy.
35. Why do you think the U. S. Postal Service has dedicated a stamp to Helen Keller?
- A. She was blind and deaf.
  - B. She accomplished many things.
  - C. She could read Braille.
  - D. She graduated from college with honors.

## 5<sup>th</sup> Grade – Overcoming Adversity

### ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. C a town where both black and white people live.
2. D Major League players were paid more.
3. A brave
4. B when Branch Rickey asked Jackie Robinson to join the Dodgers.
5. B They called him terrible names.
6. D He believed in doing the right thing.
7. C it is important to work hard when trying to overcome a problem.
8. A determined
9. C He felt it was wrong and worked hard to overcome segregation.
10. B It helps you understand when the story takes place.
  
11. B an autobiography
12. D She had a learning disability.
13. C Sequence
14. C She spent so much time with her grandparents as a youngster.
15. D all capitals and larger letters
16. A overcoming adversity.
17. C her imagination.
18. B A disability doesn't mean you can't be successful.
19. A What it would be like to not knowing how to read when others do.
20. A inspire and encourage young authors.
  
21. B overcame hardships to succeed.
22. C Believe in yourself and what you can do.
23. D They continued to try their best.
24. A Showed determination
25. C It takes courage and hard work to get what you want.
  
26. C She couldn't tell people how she felt.
27. D Annie taught Helen how to express herself and understand things.
28. C Helen Keller was determined.
29. B worked as a team to accomplish Helen's goals.
30. A You can do almost anything if you work hard for it.
31. D Helen felt sorry for herself.
32. A She never gave up trying to teach her.
33. C She copied movements of mouth and tongue.
34. D Helen accomplished things that made her happy.
35. B She accomplished many things.