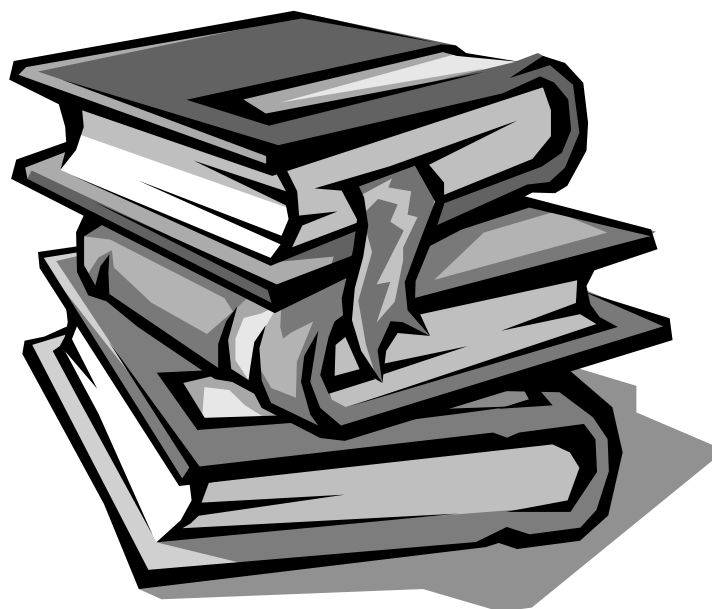


# English Language Arts Prototype



Suggested for: **1<sup>st</sup> Grade**  
Cooperation

Prototypes developed by  
St. Clair County Educators  
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# **PART 1**

## **WRITING FROM KNOWLEDGE AND EXPERIENCE**

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

#### **DIRECTIONS:**

With your partners, discuss the questions below. Make sure that everyone has an opportunity to share his or her ideas. You will have approximately 10 minutes for discussion with your partners.

#### **TALKING AND THINKING ABOUT THE TOPIC:**

**Cooperation – getting along with one another to get something done.**

#### **TALK ABOUT BEING COOPERATIVE:**

What does it mean to be cooperative?

Tell me about a time when you were cooperative.

What do you like about others when they are cooperative?

What is good about being cooperative?

## **PART 1: SESSION 1**

### **DRAFTING**

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

Continue to think about the topic you have discussed. Talk about being **cooperative**. You will have approximately 15 minutes to work on your draft.

Write about **one** of the following:

a time you were cooperative  
**or**  
a time when someone cooperated with you.

When you are ready, you may begin your draft.

Your writing will be read by interested adults.

**FIRST GRADE ANALYTIC RUBRIC**

<b>Qualities of Writing</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content and Ideas</b>	Writing sticks to topic with: <ul style="list-style-type: none"> <li>• text enhancing drawing</li> <li>• appropriate details/examples; e.g., prior knowledge/experience</li> </ul>	Writing is on topic and shows development of topic with; <ul style="list-style-type: none"> <li>• text matching picture</li> <li>• details/examples</li> </ul>	Writing is generally on topic. Details/examples may be limited.	Writing shows little or no development of topic.
<b>Organization</b>	There is a beginning, middle, and end. Lead and/or ending may be particularly effective.	There is an attempt at development of the topic with beginning, middle, and end.	There is an attempt at sequence and/or development of ideas.	The writing shows little direction.
<b>Style/Voice</b>	The writing interests the reader; through: <ul style="list-style-type: none"> <li>• taking risks with interesting words and a variety of sentence structure.</li> <li>• using humor and descriptive detail.</li> <li>• appropriately using words available in the room.</li> </ul>	The writing holds the reader's attention.	Sentences and vocabulary may be limited or incomplete.	Written vocabulary is limited.
<b>Conventions</b>	The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.	The writing demonstrates some knowledge of sound/letter correspondence and shows some attention to punctuation and capitalization. Surface errors do not interfere with understanding.	Surface feature errors may make understanding difficult.	Writing shows little or no use of writing conventions or sound/letter correspondence.

- Not ratable if:
- A Off topic
  - B Illegible
  - C Written in a language other than English
  - D Blank/refused to respond

**PART 2a**  
**READING FOR UNDERSTANDING**

**Directions:**

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

# FIRST READING SELECTION

*Farmer Duck,*

by  
Martin Waddell

*To make this a successful experience  
for all children you may need to  
adapt by reading aloud or  
by using shared or guided reading  
experiences as needed for select students.*

## FIRST READING SELECTION

**DIRECTIONS:** To help make this a more successful experience you may choose to read the questions to the students. The student then chooses the best answer. They may use a copy of the selection for reference.

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

1. How did the farm animals show cooperation?
  - A. They took care of themselves.
  - B. They worked together to get rid of the farmer.
  - C. They did not work together.
  
2. Another good title for this story could be:
  - A. *The Family*
  - B. *Farm Animals Cooperate*
  - C. *Farming Feuds*
  
3. At the end of the story the duck
  - A. has to work even harder.
  - B. has many helpers.
  - C. is dreaming.

## **SECOND READING SELECTION**

### *The Ants Go Marching*

*To make this a successful experience  
for all children you may need to  
adapt by reading aloud or  
by using shared or guided reading  
experiences as needed for select students.*

# *The Ants Go Marching*

Scientists have found a huge colony of Argentine ants in Europe that stretches from Italy, past France and Spain to Portugal, over 3,500 miles! Laurent Keller, the scientist who led the team that discovered this super colony, said, “This is the greatest cooperative unit ever discovered.” It is the biggest insect colony that scientists have ever found.

## **How did the colony get so big?**

Usually, ants from different colonies fight each other and colonies stay small, with one queen. Argentine ants are known for being especially fierce, so at first scientists couldn't figure out why all of these ants were so friendly with each other even though some of them live thousands of miles apart.



## **Cooperation is the key**

Argentine ants came to Europe by accident. They were probably carried over in plants on ships. Keller thinks that the ants probably cooperated so they could survive in their new home. By working together, the ants became a very strong, very large colony.

Did you know that people aren't the only ones who could cooperate to get a big job done?

## SECOND READING SELECTION

**DIRECTIONS:** To help make this a more successful experience you may choose to read the questions to the students. The student then chooses the best answer. They may use a copy of the selection for reference.

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

4. The Argentine ant colony got so big because
  - A. there were lots of ants born in the colony.
  - B. the ship brought lots of ants to Europe.
  - C. the ants worked together to survive in their new home.
  
5. What is the major idea from this selection?
  - A. Working together can help a group to be stronger.
  - B. Ant colonies are usually very small.
  - C. Argentine ants are known for being fierce.
  
6. According to this story cooperation is
  - A. fighting with others.
  - B. working with others.
  - C. working by yourself.

## 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 two selections at any time.

7. Both selections had characters who
  - A. worked together.
  - B. didn't like each other.
  - C. were mean.
  
8. After reading both selections, what do you think the authors wanted you to know?
  - A. only be kind to your friend.
  - B. cooperate when you want to.
  - C. it is important to cooperate.
  
9. How were the two selections different?
  - A. *Farmer Duck* was informational and *The Ants Go Marching* was a story.
  - B. *Farmer Duck* was a poem and *The Ants Go Marching* was informational.
  - C. *Farmer Duck* was a story and *The Ants Go Marching* was informational.

## **PART 2b**

### **READING AND WRITING**

#### **APPLYING IDEAS TO A TASK**

**DIRECTIONS:**

During Part 2a of this test you read *Farmer Duck* and *The Ants Go Marching*. You may look back at the reading selections to help you answer the following question:

What ideas from these two selections will help you cooperate with others in your life?  
Draw and write about it.

**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 *Tops and Bottoms*. As you listen think about the actions of the characters and what you could learn from them. Do the character'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 the character'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 *Tops and Bottoms*.

# **LISTENING SELECTION**

*Tops and Bottoms,*

**by**

**Janet Stevens**

## LISTENING SELECTION

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *Tops and Bottoms* at any time.

10. Hare needed to make a business deal with the bear because

- A. he wanted to make more money.
- B. bear was his best friend.
- C. his family had no food to eat.

11. What is lesson learned from this story?

- A. Getting along with others takes some work.
- B. Teasing each other is fun.
- C. Bears are mean.

12. How did the hares feel at the end of the story?

- A. Happy
- B. Sad
- C. Scared

13. According to this story cooperation is

- A. being mean to others.
- B. getting along with others.
- C. hurting others.

## 1<sup>st</sup> Grade - Cooperation

### ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. B They worked together to get rid of the farmer.
2. B *Farm Animals Unite*
3. B has many helpers.
  
4. C the ants worked together to survive in their new home.
5. A Working together can help a group to be stronger.
6. B working with others.
  
7. A worked together.
8. C it is important to cooperate.
9. C *Farmer Duck* was a story and *The Ants Go Marching* was informational.
  
10. C his family had no food to eat.
11. A Getting along with others takes some work.
12. A Happy
13. B getting along with others.