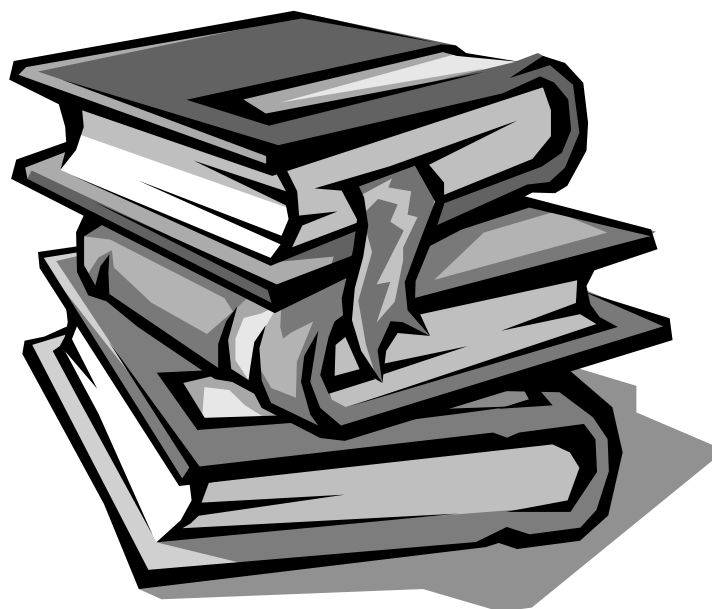


English Language Arts Prototype



Suggested for: **1st Grade**
Friendship

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:

Friendship- is having someone you care about and they care about you too.

TALK ABOUT BEING A GOOD FRIEND:

What is friendship?

What qualities make a good friend?

Who are your friends and what do you like about them?

When do you need a friend?

PART 1: SESSION 1 DRAFTING

WRITING ABOUT THE TOPIC:

Continue to think about the topic you have discussed: **Friendship**. You will have approximately 15 minutes to work on your draft. Draw and write about friendship.

Do **one** of the following:

draw and write about a good friend you have
or
draw and write about what makes a good friend.

When you are ready, you may begin your draft.

Your drawing and writing will be read by interested adults.

FIRST GRADE ANALYTIC RUBRIC

| Qualities of Writing | 4 | 3 | 2 | 1 |
|-----------------------------|---|--|---|---|
| Content and Ideas | Writing sticks to topic with: <ul style="list-style-type: none"> • text enhancing drawing • appropriate details/examples; e.g., prior knowledge/experience | Writing is on topic and shows development of topic with; <ul style="list-style-type: none"> • text matching picture • details/examples | Writing is generally on topic. Details/examples may be limited. | Writing shows little or no development of topic. |
| Organization | 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. |
| Style/Voice | The writing interests the reader; through: <ul style="list-style-type: none"> • taking risks with interesting words and a variety of sentence structure. • using humor and descriptive detail. • appropriately using words available in the room. | The writing holds the reader's attention. | Sentences and vocabulary may be limited or incomplete. | Written vocabulary is limited. |
| Conventions | 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

The Giving Tree,

by
Shel Silverstein

This story can be read aloud. After reading the story have a discussion that will lead to discovering the lesson learned.* Then have the students draw and write about the lesson learned and how they can use it in their own lives.

*One way to do this is to read the story aloud to the whole class four times over a one-week period. After the first reading have a discussion about the main character's actions and why s/he did what s/he did. After the second reading have a discussion about whether it was right or wrong for the main character to behave that way. After the third reading have a discussion about what the main character got for behaving the way s/he did. After the fourth and final reading have a discussion about the lesson learned in the story.

SECOND READING SELECTION

How to Be a Friend

by

Laurie Krasney Brown and Marc Brown

This story can be a shared reading. After sharing the story have a discussion that will lead to discovering the lesson learned.* Then have the students draw and write about the lesson learned and how they can use it in their own lives.

*One way to do this is to read the story aloud to the whole class four times over a one-week period. After the first reading have a discussion about the main character's actions and why s/he did what s/he did. After the second reading have a discussion about whether it was right or wrong for the main character to behave that way. After the third reading have a discussion about what the main character got for behaving the way s/he did. After the fourth and final reading have a discussion about the lesson learned in the story.

CROSS-TEXT QUESTIONS

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.

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.

1. The two reading selections were about

- A. finding a friend.
- B. fixing an argument.
- C. being a good friend.

2. How were the two selections different?

- A. *The Giving Tree* was a story and *How to be a Friend* was a poem.
- B. *The Giving Tree* was a story and *How to be a Friend* was informational.
- C. *The Giving Tree* was a song and *How to be a Friend* was informational.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

What ideas from the two texts *The Giving Tree* and *How to Be a Friend* will help you make friends? 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 *The Other Side* as a story. As you listen think about what you would do in this situation. Does it remind you of anyone you know?

After listening to the story, you will have a few minutes to make some notes on the next page about the story *The Other Side*. 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 *The Other Side*.

LISTENING SELECTION

The Other Side,

**by
Jacqueline Woodson**

LISTENING SELECTION

DIRECTIONS: Answer the following questions. You may look back at any notes that you may have taken about *The Other Side* at any time.

1. Another good title (name) for this selection (story) would be?

2. A friend is someone who

- A. hits you.
- B. likes to do the same things you do.
- C. talks to you.

3. Draw a picture of how you are like the children in this story. Think of the things they did. Write about your picture. How does this show friendship?

1st Grade - Friendship

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. C being a good friend
2. B fixing an argument

1. accept reasonable answers
2. B likes to do the same things you do.
3. accept reasonable answers