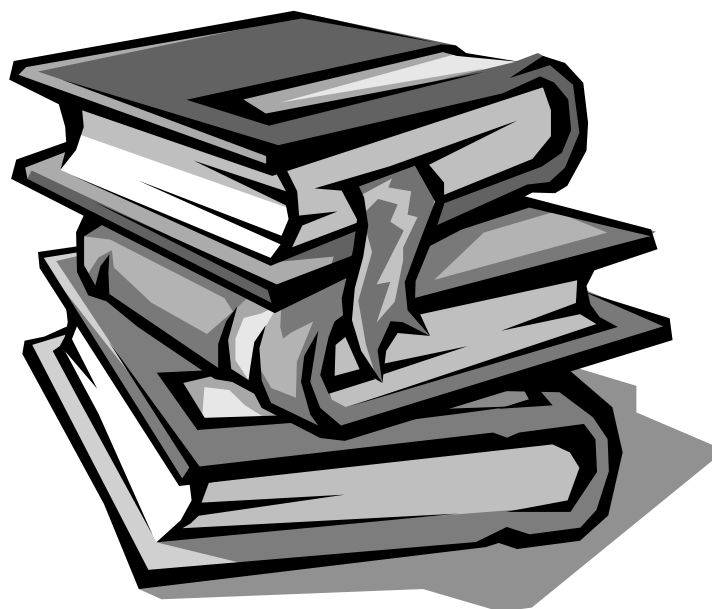


# English Language Arts Prototype



Suggested for: **1<sup>st</sup> Grade**  
Helping Others

Prototypes developed by  
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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:**

**Helping Others – offering to share the work so it is easier for everyone.**

#### **TALK ABOUT HELPING OTHERS:**

How do you help others?

How do you feel when you help others?

How do you think others feel when you help them?

## **PART 1: SESSION 1**

### **DRAFTING**

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

Continue to think about the topic you have discussed: **Helping Others**. Draw and write about a time when you or someone else helped others. You will have approximately 15 minutes to work on your draft.

Do **one** of the following:

draw or write about a time when you felt good about helping others

**or**

draw or write about what it means to be helpful.

When you are ready, you may begin your draft.

Your drawing and 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

*Herman the Helper,*

by  
Robert Kraus

*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 experience more successful you may choose to read the questions to your students. Students will then choose the best answer. They may reference the book while answering the questions.

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

1. What did Herman get from helping everyone?
  - A. He got plenty of compliments and everyone said thank you.
  - B. He learned it is hard to be helpful.
  - C. He got money.
  
2. Why did Herman help everyone?
  - A. He wanted to make money.
  - B. He was asked to help.
  - C. It made him feel good.
  
3. Why is it important to be helpful?
  - A. People will give you things.
  - B. It makes things better for everyone.
  - C. You'll become famous.

## **SECOND READING SELECTION**

### *Trick-or-Treat with UNICEF*

*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.*

# Trick-or-Treat with UNICEF

Every Halloween when they dress up in costumes and go trick-or-treating, millions of children around the world also collect money for UNICEF, the United Nations Children Fund. The children carry little orange boxes with them from house to house and ask for money with their candy. They give the money they collect to UNICEF, who uses it to help other children in need.

## How It All Started

One Halloween in 1950, a group of children in Philadelphia, Pennsylvania went trick-or-treating with their pastor. They decided to help children in need, so they carried little milk cartons with them and collected coins with their candy. The idea spread and today, UNICEF has collected over \$119 million to help children all over the world. These children live in places without clean water to drink, good medical care, or books to read.



© UNICEF/HQ92-0940/Toutounji

Girls from Namibia and the United States, dressed in their costumes, bring their Halloween contributions to UNICEF House.

## Every Little Bit Helps

If you think that a few coins can't be enough to help, think about this:

- One dollar can give a shot to protect a child from polio, a disease that makes it impossible to move your arms or legs.
- One dollar can give a shot to protect a child from measles, a disease that can kill you.
- Three cents gives a child one dose of vitamin A, which can help a child from getting sick and help prevent blindness.
- Five cents can clean enough water for a child to drink the whole day.

## UNICEF Doesn't Just Help the Needy

Trick-or-treat for UNICEF gives children in the United States a chance to learn how important it is to help each other. "Children can help children and that's why I took part in helping to save lives with UNICEF," said one trick-or-treater.

To get a free "Trick-or-Treat for UNICEF" box, call 1-800-252-KIDS or order online at [www.unicefusa.org](http://www.unicefusa.org).

## 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 *Trick-or-Treat with UNICEF* at any time.

4. Another title (name) for this selection would be
  - A. Children Helping Children
  - B. Halloween Is Fun
  - C. Kids Collect Candy at Halloween
  
5. Why do you think the author wrote this selection?
  - A. So we could have something fun to read.
  - B. So he could tell about Halloween.
  - C. So he could show that kids can help each other.
  
6. How can you help needy children?
  - A. Kids can't help because they're too little.
  - B. Collect money for UNICEF on Halloween.
  - C. Have a really great Halloween costume.

## CROSS-TEXT QUESTIONS

**DIRECTIONS:** To help make this a more successful experience you may choose to read the questions to the students. Students then choose the best answers using the text as 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.

7. The two reading selections were about
  - A. helping each other.
  - B. being mean.
  - C. making fun of each other.
  
8. What would be a good summary for these two selections?
  - A. You should only help your best friend.
  - B. Helping is good for everyone.
  - C. It's hard to help.

## **PART 2b**

### **READING AND WRITING**

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

**DIRECTIONS:**

During Part 2a of this test you read *Herman the Helper* and *Helping*. You may look back at the reading selections to help you answer the following question.

What ideas from these two selections will help you help others in your own 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 *The Little Red Hen* as a story. As you listen think about the actions of Little Red Hen and what you could learn from them. Do Little Red Hen'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 Little Red Hen'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 *The Little Red Hen*.

# **LISTENING SELECTION**

*The Little Red Hen,*

**by  
Paul Galdone**

## LISTENING SELECTION

**DIRECTIONS:** Read questions to students. Student chooses best answer using notes taken. Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *The Little Red Hen* at any time.

9. This story is mostly about
- A. how working together helps everybody.
  - B. lazy animals.
  - C. a grumpy hen.
10. How did the hen feel when her friends would not help her?
- A. Happy
  - B. Upset
  - C. Worried
11. What did the characters in the story learn about helping others by the end of the story?
- A. It is no fun to clean.
  - B. Work is easier when everyone helps.
  - C. You should worry about your own work.

## 1<sup>st</sup> Grade – Helping Others

### ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1.    **A**     He got plenty of compliments and everyone said thank you.
2.    **C**     It made him feel good.
3.    **B**     It makes things better for everyone.
  
4.    **A**     *Children Helping Children*
5.    **C**     So he could show that kids can help each other.
6.    **B**     Collect money for UNICEF on Halloween.
  
7.    **A**     helping each other.
8.    **B**     Helping is good for everyone.
  
9.    **A**     how working together helps everybody.
10.   **B**     upset
11.   **B**     Work is easier when everyone helps.