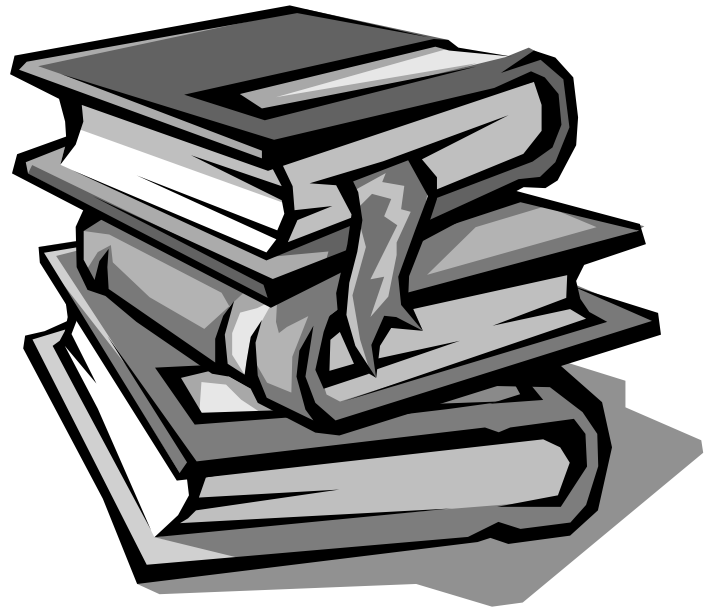


English Language Arts Prototype



Suggested for: **4th Grade**
Integrity



Prototypes developed by
St. Clair County Educators
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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

THINKING ABOUT THE TOPIC:

Integrity– taking responsibility for your own actions

Think about Integrity:

What does it mean to take responsibility for something you did?

Think about a time when you made a mistake and told someone even though you knew they would be angry about it.

Think about a time when someone accepted responsibility for an action that hurt you.

PART 1: SESSION 1 DRAFTING

WRITING ABOUT THE TOPIC:

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

Do **ONE** of the following:

tell about a time when you accepted responsibility for your own actions

OR

tell about a time when someone you know accepted responsibility for their own actions

OR

tell about a time when you did not accept responsibility for your own actions

OR

tell about a time when you made a mistake and told someone even though you knew they would be angry about it

OR

write about the topic in your own way.

When you are ready, you may begin your draft.

Interested adults will read your writing.

You may want to review the writing checklist and rubric as you write.

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 2A

READING FOR UNDERSTANDING

Directions:

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

FIRST READING SELECTION

A Day's Work

by
Eve Bunting

You must either purchase multiple copies of this book,
or read the book aloud to your students.

FIRST READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *A Day's Work* at any time.

1. An important lesson in the story is
 - A. taking responsibility for your actions is more important than money.
 - B. people need to work hard.
 - C. everyone should learn how to garden.
 - D. giving people jobs is good for the community.

2. When Ben hired Francisco and his grandfather, they expected to
 - A. work in a garden for the rest of the year.
 - B. have more people working with them.
 - C. spend the money they earned at a Laker's game.
 - D. work for only one day.

3. Francisco lied to Ben because
 - A. he thought other people were better workers.
 - B. he wanted to get the work to get money to help his mom.
 - C. he thought Ben should learn Spanish.
 - D. he was the only one who spoke English.

4. When Francisco was riding in the back of Ben's van on the way to the job,
 - A. he felt ashamed that he had to ride in the back.
 - B. he felt sorry for his grandfather because he couldn't speak English.
 - C. he felt as if he was grown up and proud to be working.
 - D. he wanted to go home and watch television.

5. The author used dialogue in the story
 - A. to show how Ben felt about Francisco and his grandfather's actions.
 - B. to tell what Francisco was going to do next.
 - C. to describe what Francisco's house looked like.
 - D. to explain what Francisco was thinking.

6. When Grandfather found out about their mistake, he did all of the following **EXCEPT**
- A. replanted the flowers the next day.
 - B. said it was Ben’s fault for not teaching them.
 - C. would not take any money until the job was done right.
 - D. told Francisco he was angry about the lie.
7. After Francisco and Grandfather found out about their mistake they
- A. were angry with Ben for not helping them get started.
 - B. said they would never work for Ben again.
 - C. asked if they could have the chance to make it right.
 - D. told Francisco he was angry about the lie.
8. The author used the lines “The important things your grandfather already knows. And I can teach him gardening.” to say
- A. everyone knows about gardening, but grandfather needed to be taught.
 - B. taking responsibility for what you do is the most important thing.
 - C. if you keep trying you can get a job.
 - D. it is sometimes hard to tell the flowers from the weeds.
9. When Ben offered Grandfather a job for more than just one day, Francisco felt
- A. happy because now he could go to a Laker’s game.
 - B. relieved because he didn’t like to work.
 - C. excited because his family would have more money for food.
 - D. worried that Grandfather would not be able to do a good job.
10. In this story the word *abuelo* means
- A. worker.
 - B. gardener.
 - C. uncle.
 - E. grandfather.

SECOND READING SELECTION

Detroit Zoo to Free Its Elephants

by
Carol Schwehofer
Wendy Wassman

Detroit Zoo to Free Its Elephants

This article is adapted from an article that appeared in The *Detroit Free Press* on Wednesday, May 19, 2004, by author Hugh McDiarmid Jr.

Ron Kagan, a Zoo Director, read an article about the nationwide push to provide better care for elephants. Then the Detroit Zoo decided to become the nation's first major zoo to give away its elephants. He said it is the right thing to do. Winky and Wanda will be sent to one of two United States refuges this summer or early fall. It is an 81-year-old tradition of keeping elephants at the zoo.

Elephants are considered to be among the Earth's most intelligent creatures. They form strong social bonds. They have a powerful need for physical and intellectual stimulation. In the wild, female Asian elephants like Winky and Wanda usually roam 30 miles a day. They form lifelong friendships with other members of their herds. They even mourn for their dead. However, in captivity, they live in unnatural climates developing health problems. One of these health problems is chronic arthritis. This makes their joints painful to move. They also became bored and stressed.

"People expect that when they go to a zoo, they will see lions and tigers and elephants," said zoo Director Ron Kagan, "people also expect to see that the animals have a good life." This just isn't the case with elephants. They need to roam. They need to make friends. They also need to mourn their dead. Ron is always thinking about the elephant's health and happiness in helping to make his decisions.

The Detroit Zoo is known as a leader in animal care. The elephants' 1-acre pen greatly exceeds new standards for elephant care. The zoo director doesn't feel that is enough. He has decided to send them to the animal refuge. This will give the elephants a better life. "Now we understand how much more is needed. We need to be able to meet all the physical and psychological needs of elephants in captivity. Especially in a cold climate," the zoo director stated. "Ron Kagan is at the Detroit Zoo in Royal Oak. He is the first to make a voluntary decision of this nature," said Wayne Pacelle, chief executive officer of the Humane Society of the United States.

SECOND READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Detroit Zoo to Free Its Elephants* at any time.

11. By moving the elephants in the Detroit Zoo to a healthier environment, Ron Kagan Director, showed he was
- A. unreliable.
 - B. determined to make many people angry.
 - C. interested in the welfare of zoo animals.
 - D. interested in making news.
12. What is the lesson learned from this selection?
- A. It is important to do the right thing.
 - B. Most zoos don't care about elephants.
 - C. The Humane Society is upset about the freeing of the elephants.
 - D. All zoos are going to get rid of their elephant exhibits.
13. According to this selection
- A. zoos are the best habitat for elephants.
 - B. elephants don't need to roam more than a mile a day.
 - C. people don't like to see elephants at the zoo.
 - D. elephants have health problems when living in a zoo.
14. What is the author's purpose in writing this news article?
- A. To inform readers about problems of elephants in the wild.
 - B. To persuade other zoos to set their elephants free.
 - C. To entertain the reader with funny elephant stories.
 - D. To inform readers about a zoo that is closing its elephant exhibits.
15. What statement is **not** true?
- A. Winky and Wanda are two elephants that will be sent to a refuge camp.
 - B. The zoo is sending its elephants away so they will receive better care.
 - C. When people go to the zoo they don't expect to see elephants.
 - D. The Detroit Zoo is the first major animal facility to give away its elephants.

16. What does the zoo director hope will happen to the elephants when they leave the zoo?
- A. They will be sent to live in another zoo.
 - B. They will be healthier and happier.
 - C. The elephants will be placed with a good family nearby so he can visit them.
 - D. The animals will end up in a circus.
17. This text is
- A. an informational newspaper article.
 - B. a friendly letter.
 - C. an editorial.
 - D. a story.
18. Why is this article important?
- A. It shows caring and concern for elephants by the people in charge of their well being.
 - B. It lets people know not to go to the Detroit Zoo because there are no more elephants.
 - C. It fills up space in the newspaper.
 - D. It informs readers that the Detroit Zoo is not recognized for good animal care.
19. This article states “The Detroit Zoo decided to become the nation’s first *major* zoo to give away its elephants.
- Major in this statement means:
- A. small
 - B. large
 - C. military
 - D. urban
20. The word *captivity* in the article refers to
- A. freedom
 - B. refuges
 - C. jungles
 - D. cages or pens

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read *A Day's Work* and *Detroit Zoo to Free Its Elephants*. For each question, choose the **BEST** answer. You may look back at the texts at any time.

21. In both selections you read about situations where
- A. people did the right thing even if it was a difficult decision.
 - B. people took the easy way out.
 - C. people enjoyed making others laugh.
 - D. everyone thought about money first.
22. The actions of the grandfather in A Day's Work, and the director of Detroit Zoo are
- A. selfish.
 - B. done to make more money.
 - C. unselfish.
 - D. laughable.
23. These texts can be best described as
- A. nonfiction.
 - B. fiction and nonfiction.
 - C. biographical and autobiographical.
 - D. poetry.
24. In the two texts the lesson learned is that it is good to do the right thing. Doing the right thing even when it is difficult is called
- A. courage.
 - B. diversity.
 - C. friendship.
 - D. integrity.
25. In the two texts, who does not benefit from the integrity shown?
- A. The boy and his grandfather
 - B. The elephants at the zoo
 - C. The people who go to the zoo to see elephants
 - D. The Detroit Zoo

PART 2B

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2A of this test you read *A Day's Work* and *Detroit Zoo to Free Its Elephants*. You may look back at the reading selections to help you answer the following question:

Do mistakes always need to be corrected? Yes or no. Tell why you agree or disagree. Use examples from both texts to support your thinking. Tell how the two reading selections are alike or connected.

When finished writing, fill out this checklist.

- Did I state a position (agree or disagree)?
- Did I tell why?
- Did I use examples from both texts?
- Did I show how the texts are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 4
Part 2B Rubric
Writing in Response to Reading

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with 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 each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make 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 takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections, and the ideas from at least one reading selection are connected to the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to respond to the question or theme, but the ideas may not be connected to the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student takes no position on the question but responds to the theme with at least minimal use of ideas from one or both of the reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. 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 question or theme.
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the 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 *The Summer My Father Was Ten* as a story. As you listen, think about the actions of the boy and what you could learn from him. Do his 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 boy'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 Summer My Father Was Ten*.

LISTENING SELECTION

The Summer My Father Was Ten

by
Pat Brisson

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 *The Summer My Father Was Ten* at any time.

26. This story is mostly about a boy who
- A. liked to plant vegetables and flowers.
 - B. told his friends to stop throwing tomatoes.
 - C. takes responsibility for his mistake and gains a friend.
 - D. keeps getting away with doing horrible things with his friends.
27. The boys destroyed Mr. Bellavista's garden because they
- A. wanted to have more space to play.
 - B. thought gardens were beautiful and loved vegetables.
 - C. did not like anyone who planted gardens and spoke a different language.
 - D. were having fun and were not thinking about the consequences.
28. By the end of the story, a listener would expect the storyteller's father to say
- A. "I'm glad I destroyed Mr. Bellavista's garden because I got away with it."
 - B. "Lying really helped, but I don't want to lie anymore."
 - C. "I gained a friend for life when I apologized for my mistake."
 - D. "I get a stomach ache when I do bad things so I won't do that again."
29. The storyteller shows the boy's character by having the boy
- A. feel that he should say he was sorry even though his friends seemed to have forgotten about it.
 - B. tell the lie to Mr. Bellavista about who had destroyed his garden.
 - C. want to go out to destroy other gardens in the neighborhood.
 - D. think that Mr. Bellavista was a strange man and everyone should stay away from him.
30. The narrator of this story is
- A. Mr. Bellavista.
 - B. the father when he was ten.
 - C. the mother.
 - D. the father's child.

31. At the beginning of the story,
- A. the narrator and her father are planting their yearly garden.
 - B. the father throws tomatoes at his friends.
 - C. the father tells about his strange neighbor who grew a garden.
 - D. Mr. Bellavista and the father become friends.
32. According to the story, how did the father feel about destroying the garden?
- A. He thought it was really a fun thing to do and felt glad they had done it.
 - B. He felt ashamed, but he could not apologize to Mr. Bellavista right away.
 - C. He knew his mother would be angry with him and he felt afraid.
 - D. He felt proud because he and his friends could destroy something.
33. All of the following is true about the father EXCEPT
- A. he wanted Mr. Bellavista to plant a new garden the next year.
 - B. he felt better after he apologized to Mr. Bellavista.
 - C. he helped Mr. Bellavista work in his garden every year.
 - D. he wanted Mr. Bellavista to forget about planting a garden.
34. In the middle of the story, when the storyteller says, “He watched for signs of his neighbor getting his garden ready.” it means
- A. the father likes gardens and wanted to learn how to grow vegetables.
 - B. Mr. Bellavista put out signs for people to read.
 - C. the father was hoping that everything would be all right and he would not have to apologize to Mr. Bellavista.
 - D. the father wanted to destroy Mr. Bellavista’s garden again because it had been so much fun.
35. Every year the father tells his child the story because he wants him to learn that
- A. if you take responsibility for your actions, mistakes can lead to wonderful things.
 - B. gardens are fun to play in and tomatoes are the same size as baseballs.
 - C. saying you are sorry is easy and it doesn’t mean anything.
 - D. when people speak a different language, it is best to stay away from them and not talk to them because you will get in trouble.

4th Grade - Integrity

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. A taking responsibility for your actions is more important than money.
2. D work for only one day.
3. B he wanted to get the work to get money to help his mom.
4. C he felt as if he was grown up and proud to be working.
5. A to show how Ben felt about Francisco and grandfather's actions.
6. B said it was Ben's fault for not teaching them
7. C asked if they could have the chance to make it right
8. B taking responsibility for what you do is the most important thing.
9. C excited because his family would have more money for food.
10. D grandfather.
11. C interested in the welfare of zoo animals.
12. A It is important to do the right thing.
13. D elephants have health problems when living in a zoo.
14. D To inform readers about a zoo that is closing its elephant exhibit.
15. C When people go to the zoo they don't expect to see elephants.
16. B They will be healthier and happier.
17. A an informational newspaper article.
18. A It shows caring and concern for elephants by the people in charge of their well-being.
19. B large
20. D cages and pens
21. A people did the right thing even if it was a difficult decision.
22. C unselfish
23. B fiction and nonfiction.
24. D integrity
25. C The people who go to the zoo to see elephants.
26. C takes responsibility for his mistake and gains a friend
27. D were having fun and were not thinking about the consequences
28. C "I gained a friend for life when I apologized for my mistake."
29. A feel that he should say he was sorry
30. D the father's child
31. A the narrator and her father are planting their yearly garden
32. B He felt ashamed,
33. D he wanted Mr. Bellavista to forget
34. C the father was hoping that everything
35. A if you take responsibility for your action.