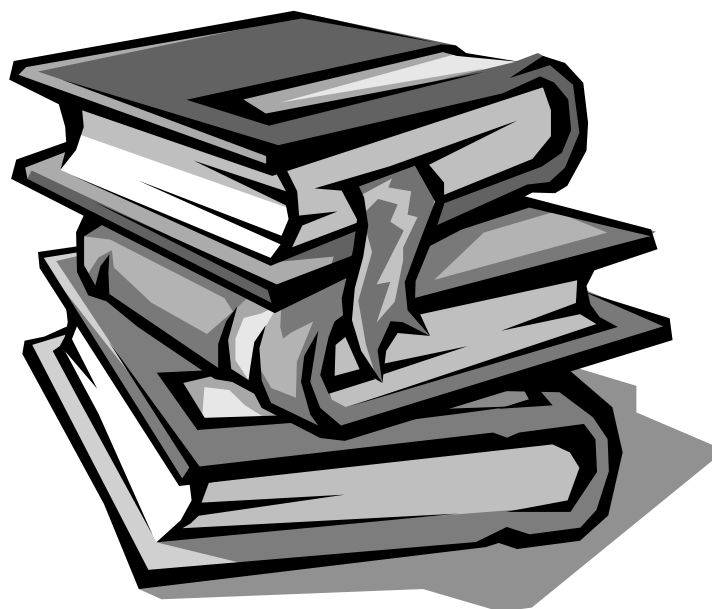
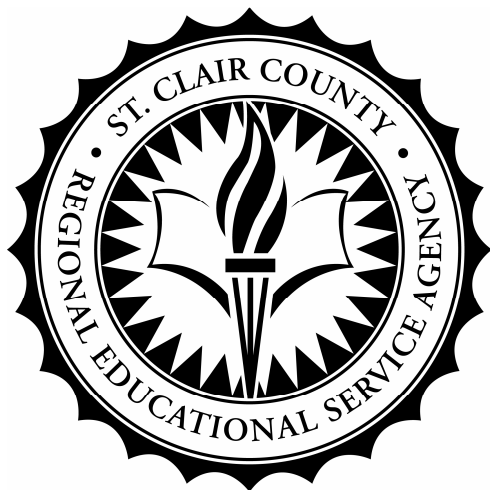


English Language Arts Prototype



Suggested for: **Kindergarten**
Kindness

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

DIRECTIONS:

With your partner, discuss the questions and statements below. Make sure that each of you has an opportunity to share his or her ideas.

TALKING AND THINKING ABOUT THE TOPIC:

Kindness – being friendly and caring.

TALK ABOUT BEING KIND TO OTHERS:

What does it mean to be kind to others?

Give an example of a time you were kind to someone.

Give an example of a time when someone was kind to you.

Explain when you have seen another person doing something kind.

PART 1: SESSION 1 DRAFTING

DRAWING AND WRITING ABOUT THE TOPIC:

Continue to think about the topic you have discussed: **Kindness**.

Draw a picture of you being kind to somebody.

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 picture.

Be sure to include details in your picture.

Write about what is going on in the picture.

PART 1

PART 1: SESSION 1 PEER RESPONSE

DIRECTIONS:

Share your picture with the class. Tell us how you were kind to somebody.

The students' individual pictures will explore their ideas of kindness.

KINDERGARTEN 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 • two or more sentences. 	Writing/drawing is on topic and shows development of topic with details/examples.	Writing/drawing is generally on topic. Details/ examples may be limited.	Writing/drawing shows little or no development of topic.
Organization	There is a logical sequence from beginning to end.	There is an attempt at a logical sequence from beginning to end.	There is an attempt at sequence and/or development of ideas.	The writing shows little direction.
Style/Voice	The writing interests the reader; for example <ul style="list-style-type: none"> • risking with interesting words and a variety of sentence structures. • using humor and descriptive detail • appropriately using words available in the room. 	The drawing/writing holds the reader's attention.	Sentences and vocabulary are limited.	Written vocabulary is limited; e.g. one or two words, not a complete sentence.
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 make understanding difficult. There are at least initial consonants for most words.	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 Brand New Kid,

by
Katie Couric

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 action and why they did what they did. After the second reading have a discussion about whether it was right or wrong for them to behave the way they did. After the third reading, have a discussion about what the character got for behaving the way they did. After the fourth and final reading have a discussion about the lesson learned in the story.

SECOND READING SELECTION

Turkeys-R-Us

One night when he was watching the news, eight-year-old Danny Nally and his younger sister, Betsy, saw a story about the Greater Boston Food Bank. The Food Bank was collecting turkeys to provide Thanksgiving dinners for people who couldn't afford to buy them, but they didn't have as many turkeys as they'd hoped. In fact, the Food Bank still needed about 5,000 turkeys. The Nallys felt that was really wrong, so they decided to help. They went around their neighborhood collecting turkeys.

The first year, Danny and Betsy collected 36 turkeys. In the last four years, they have worked even harder and now they have their own company, Turkeys 'R' Us, and a website. Even though they still collect turkeys, they receive money from people that they use to buy turkeys, too. Their goal now is 4,000 turkeys each year, but "our big goal is to end hunger. We want to take it one step at a time," says Danny.

"A lot of people really want to help others, but they really need a way to do it. We started this, and people feel they can help others and it's really easy for them to do," said Danny. Betsy adds that the best part is "bringing the turkeys down to the food bank because then you know you've got all these turkeys to put on people's plates and they'll have something to be thankful for. I'll keep doing this until we end hunger."

Read the selection aloud to the whole class four times over a one-week period. After the first reading have a discussion about the major idea of the text. After the second reading generate a list of supporting details found in the selection. After the third reading have a discussion about the lesson learned from the texts. After the fourth and final reading have a discussion about how the text might inform the students to change their behavior.

CROSS-TEXT QUESTIONS

DIRECTIONS:

After reading the stories *The Brand New Kid* and *Turkeys "R" Us*, have a discussion using some of the following questions.

How are the two selections alike?

How are the two selections different?

Do you agree that the theme of these two selections is kindness?

Why do you think the authors wrote these selections?

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you listened to *The Brand New Kid* and *Turkeys “R” Us*.

Draw a picture showing how being kind to others can help you in your own life. Write about your picture.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to a story on tape.

LISTENING DIRECTIONS:

Concentrate on listening to *Enemy Pie* as a story. As you listen think about the actions of the children and what you could learn from them. Do the children's actions remind you of something you or someone you know has done?

LISTENING SELECTION

DIRECTIONS:

After listening to the story *Enemy Pie* draw a picture about the two boys being kind to each other. Write about it and then share it with the class.