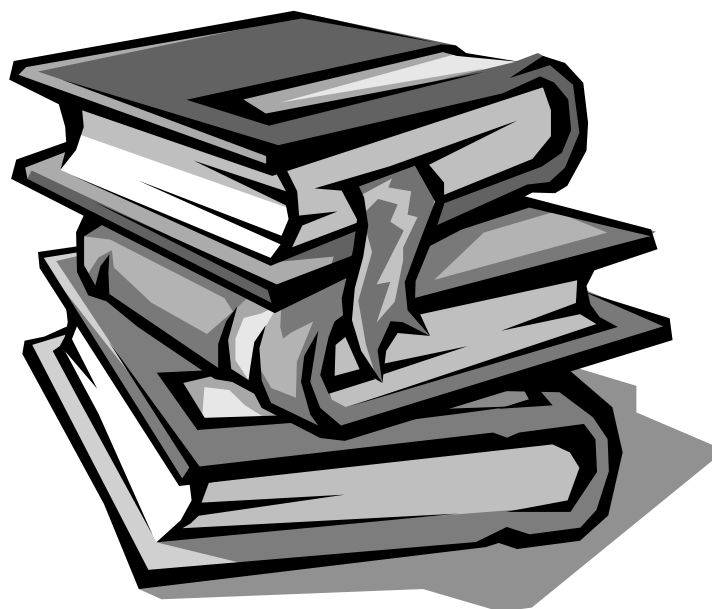
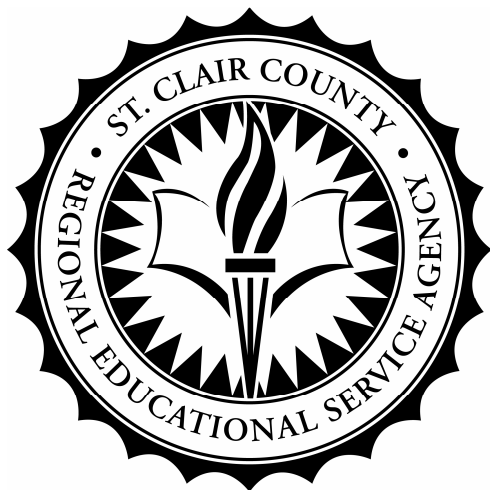


English Language Arts Prototype



Suggested for: **Kindergarten**
Truth

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.

THINKING ABOUT THE TOPIC:

Truth – always telling what is true.

TALK ABOUT WHAT IS TRUTH?

What does it mean to tell the truth?

Tell about when you or someone else did something wrong and had to tell the truth about it.

Tell about a time when you didn't tell the truth.

Tell about a time when you didn't tell everything you knew about a problem.

PART 1

PART 1: SESSION 1 DRAFTING

DRAWING AND WRITING ABOUT THE TOPIC:

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

Draw a picture of something you or someone else did wrong and had to tell the truth about it.

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 and story with the class.

QUESTION FOR GROUP:

Are my ideas easy to understand?

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

My Big Lie

by
Bill Cosby

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 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

Telling the Truth

Have you ever told a lie? What made you choose to lie instead of telling the truth? Usually when kids lie, it's because they don't want to get in trouble for something they did (or something they were supposed to do that they didn't). One time my dad asked my brother to put away his toys before he went to his friend's house. "I did," he lied, and off he went to play.

What happens when you tell a lie?

Sometimes it works. The person you lie to believes you, and the lie works. You should feel happy, but somehow that isn't what happens. Your stomach feels all yucky inside. That's called guilt, and it helps you do what's right. The whole time my brother was playing with his friends, he felt bad about what he'd done.

Sometimes the lie doesn't work, and you get caught. The other person knows you lied. Now, you're in trouble for what you lied about AND for lying. That's not good! When my brother got home, my dad had figured out that he'd been lied to. Not only was he mad about the toys all over my brother's room, he was mad that my brother had lied to him. He said that he couldn't trust my brother any more.

The Right Thing to Do

When lying works, you stay out of trouble but you feel bad about it. And when lying doesn't work, you're in twice as much trouble. Lying just isn't worth it. Telling the truth might be hard at first, but it's the right thing to do. In the long run, it's a lot easier.

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 *My Big Lie* and *Telling the Truth*, 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 me read *My Big Lie* and *Telling the Truth*.

Draw a picture showing how being truthful 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 *The Berenstain Bears and the Truth* as a story. As you listen think about the actions of Brother and Sister Bear and what you could learn from them. Do Brother and Sister Bear's actions remind you of something you or someone you know has done?

LISTENING SELECTION

DIRECTIONS:

After listening to *The Berenstain Bears and the Truth*, draw a picture and write about the lesson Brother and Sister learned. Share the pictures with the class.

Questions: Did they tell the truth?
When is a good time to tell the truth?