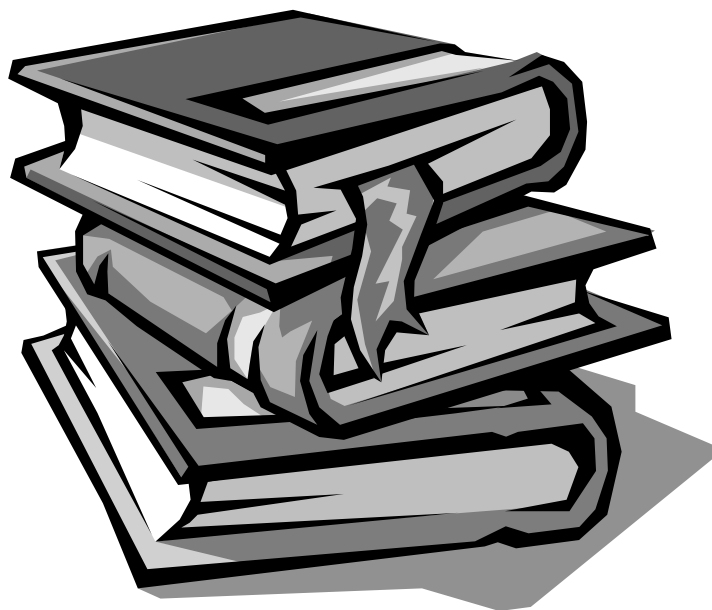


# English Language Arts Prototype



Suggested for: **2<sup>nd</sup> Grade**  
Freedom

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 partners, discuss the questions and statements 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:**

**Freedom – being able to do whatever you want to as long as it doesn't hurt other people.**

##### **TALK ABOUT FREEDOM:**

In your own words what is the meaning of freedom?

Give an example of freedom.

Tell about a time you felt free to do something without the fear of being punished.

**PART 1: SESSION 1  
DRAFTING**

**WRITING ABOUT THE TOPIC:**

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

Do **one** of the following:

write about a time when you had freedom to do something you wanted to do

**or**

write about a time too much freedom got you or someone else in trouble

**or**

write about a freedom you would like to experience

**or**

write about freedom in your own way.

When you are ready, you may begin your draft.

Your writing will be read by an interested adult.





# **PART 1: SESSION 1**

## **REVIEW OF WRITING**

### **DIRECTIONS:**

Use the following checklist as you draft.

### **CHECKLIST FOR REVISION:**

- Do I stay focused on one idea?
- Do I use important details and examples?
- Do I need to take out details/examples that aren't important?
- Is my writing organized?
- Do I use interesting words?

### **CHECKLIST FOR EDITING:**

- Have I corrected my spelling?
- Have I corrected my punctuation and capitalization?

### **CHECKLIST FOR PROOFREADING:**

- Is everything just the way I want it?

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

### SECOND 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 is on topic with details/examples that are age and topic appropriate.	Writing is on topic and shows development of topic with some details/examples.	Topic is stated and developed with unrelated details or examples; focus wanders.	Writing shows little or no development of topic or may be limited in length.
<b>Organization</b>	The writing has a clear beginning, middle, and end.	Topic is developed through an attempt at beginning, middle, and end.	There is an attempt at sequence or development of thoughts. Writing does not include a beginning, middle and/or end.	There is an attempt to get words and/or sentences on paper.
<b>Style/Voice</b>	The writing creates emotion in the reader through effective word choice and varied sentence structure.	The writing holds the reader's attention with attempts at using descriptive words and varied sentence structure.	Sentences may be simple or incomplete with limited vocabulary.	Written vocabulary is limited; sentences are incomplete or simple.
<b>Conventions</b>	Writing generally shows accuracy in punctuation and capitalization. Writing also demonstrates knowledge of sound/letter correspondence and spelling rules; errors do not interfere with understanding.	The writing shows attention to conventional spelling, capitalization, and punctuation. There may be surface feature errors, but they don't interfere with understanding.	Surface feature errors may make understanding difficult. Writing relies heavily on phonetic spelling.	Writing shows little or no use of writing conventions. Surface feature errors make understanding difficult..

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**

*Follow the Drinking Gourd,*

By

**Jeanette Winter**

## FIRST READING SELECTION

### DIRECTIONS:

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

1. The author uses the idea of the drinking gourd to represent
  - A. water when the slaves got thirsty.
  - B. the stars in the sky that the slaves could follow.
  - C. the plants that were grown on the plantation.
  
2. The slaves did **not** have to watch out for
  - A. slave traders.
  - B. wild animals.
  - C. falling stars.
  
3. The Underground Railroad was created
  - A. to make a better way of transportation.
  - B. to help people travel under the ground.
  - C. to allow slaves to escape.
  
4. Why did slaves travel north?
  - A. Slaves were allowed to be free in the north.
  - B. Slaves wanted to live where it was not so hot.
  - C. Slaves wanted to find better jobs in the north.
  
5. People who owned the safe houses
  - A. liked having visitors.
  - B. believed in freedom for all people.
  - C. knew that their houses would always be safe.
  
6. Another good title for this story would be
  - A. *The Story of the Underground Railroad*
  - B. *The Story of One Slave Family*
  - C. *The Story of Safe Barns*

**SECOND READING SELECTION**

*Taking the Underground Railroad,*

by

**Andrea Fletcher**



© Wayne Sorce, 1996

# Taking the Underground Railroad

Wow. Cool. Words Anthony Cohen hears often. When Anthony talks to school kids, they are amazed by what he tells them.

In 1996, Anthony took a trip. Not just any trip. He traveled the same paths slaves took to freedom. He traveled the trail of the Underground Railroad.

He traveled the same roads, rivers and trails. He went by foot, boat and train. "I'll go anyway I can", he said.

Anthony's trip began at the Library. He planned his trip. He read old maps and papers. He read about slaves. In 1996, he started his trip. The trip took him six weeks. He found old hiding places. He went through many states. He walked the paths. Paths slaves took to freedom. One day, he walked 37 miles. His trip ended in Canada. In Canada slaves were free.

Anthony saw how hard it was for slaves. "They did anything for **freedom.**"

No wonder he hears wow and cool. Few people have done what he has done. Few people try to see what it was like long ago. Few people would spend six weeks to see how hard the slaves struggled for freedom.

## SECOND READING SELECTION QUESTIONS

### DIRECTIONS:

Mark only the BEST answer for each multiple-choice question. You may look back at *Taking the Underground Railroad*

7. What was the Underground Railroad?
- A. A train that took the slaves north to freedom.
  - B. Old train tracks in a tunnel that guided slaves north to freedom.
  - C. Roads, rivers and trails that guided slaves north to freedom.
8. Why do you think Cohen traveled the Underground Railroad?
- A. He wanted to be a slave fleeing to the north.
  - B. He wanted to walk the same path as runaway slaves.
  - C. He wanted to take a journey from Maryland to Ontario.
9. What would happen if Cohen didn't travel the Underground Railroad?
- A. We wouldn't know how much of it still exists today.
  - B. Slaves wouldn't be free today and still stuck in slavery
  - C. The Underground Railroad would still be a secret.
10. In the selection it says, He traveled the same paths slaves took to freedom. In this context the word **took** means?
- A. stole
  - B. followed
  - C. to take away
11. Another good title for this story would be
- A. *A Slave's Journey*
  - B. *Freedom*
  - C. *One Man's Journey*
12. What statement BEST summarizes the selection?
- A. The slaves trip on the Underground Railroad to the north.
  - B. A trip on the Underground Railroad to learn about history.
  - C. Cohen stays in a safe house that is over a century old.

## CROSS-TEXT QUESTIONS

### DIRECTIONS:

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.

13. Both selections had people
- A. following the bright stars.
  - B. hiding from hunters and dogs.
  - C. traveling north to Canada.
14. After reading both selections, what do you think the authors wanted you to know?
- A. Slavery was all over the south.
  - B. The Underground Railroad was a path to freedom.
  - C. Safe houses helped the slaves traveling north.
15. Choose a common title that would apply to both selections.
- A. *Underground Railroad to Freedom*
  - B. *Hard trips*
  - C. *Home Free*
16. The authors from these selections would want you to
- A. sing songs to your friends.
  - B. stand up for your beliefs.
  - C. respect your freedoms and rights.
17. How were the two selections different?
- A. *Follow the Drinking Gourd* was a story and *Taking the Underground Railroad* was informative.
  - B. *Follow the Drinking Gourd* was poetry and *Taking the Underground Railroad* was narrative.
  - C. *Follow the Drinking Gourd* was fairytale and *Taking the Underground Railroad* was a biography.

## PART 2b

### WRITING IN RESPONSE TO READING

#### APPLYING IDEAS TO A TASK

**DIRECTIONS:**

During Part 2a of this test you read *Follow the Drinking Gourd* and *Taking the Underground Railroad*. You may look back at the reading selections to help you answer the following question:

Is freedom important to everyone? Yes or No. Tell why you agree or disagree. Use examples from both texts to support your thinking.

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?

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

- 4 The student makes meaningful use of ideas from each reading selection to support a clear position on the question. The position is thoroughly supported by examples and details. Relationships among ideas are clear. Language is controlled. Lapses in writing conventions are hardly noticeable.
- 3 The student takes a clear position on the question. The response makes adequate use of ideas from both reading selections. The position is developed with use of examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 2 The student takes a clear position on the question. There is successful use of ideas from one reading selection **or** partially success in the use of ideas from both reading selections to respond to the question. The position is developed with limited use of examples and details. Minor misconceptions may indicate partial understanding of the reading. Limited mastery over writing conventions may interfere with meaning some of the time.
- 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 Secret of Freedom* as a story. As you listen think about the actions of the characters and what you could learn from them. Do the characters' 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 characters' 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 Secret of Freedom*.

# **LISTENING SELECTION**

*The Secret to Freedom*

**By**

**Marcia Vaughan**

## 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 Secret to Freedom* at any time.

18. The narrator is telling a story
- A. about someone she knew.
  - B. about herself when she was a child.
  - C. about a story her parents told her.
19. This story is mostly about
- A. stories told from generation to generation.
  - B. a pattern with hidden messages.
  - C. the celebration of the human spirit.
20. When Great Aunt Lucy first started telling the story she
- A. felt relieved.
  - B. felt sad.
  - C. felt pleased.
21. Great Aunt Lucy kept an old scrap of cloth hanging on the wall
- A. to remind her of slavery.
  - B. to remind her of her brother's escape to freedom.
  - C. to remind her to finish a quilt she started.
22. These quilts were **most** important because
- A. they each hid a secret message.
  - B. they were very beautiful.
  - C. they were valuable.
23. Another good title for this story could be
- A. *Quilts of Many Colors*
  - B. *Quilts Made by Slaves*
  - C. *Quilts With Secret Messages*

## 2<sup>nd</sup> Grade – Freedom

### ANSWER KEY FOR MULTIPLE CHOICE QUESTIONS

1. B the stars in the sky that the slaves could follow.
2. C falling stars.
3. C to allow slaves to escape.
4. A Slaves were allowed to be free in the north.
5. B believed in freedom for all people.
6. A *The Story of the Underground Railroad*
  
7. C Roads, rivers and safe houses that guided slave north to freedom.
8. B He wanted to walk the same path as runaway slaves.
9. A We wouldn't know how much of it still exist today.
10. B followed
11. C *One Man's Journey*
12. B. A trip on the Underground Railroad to learn about history.
  
13. C traveling north to Canada
14. B The Underground Railroad was a path to freedom.
15. A *Underground Railroad to Freedom*
16. C Respect your freedoms and rights.
17. A *Follow the Drinking Gourd* was a story and *Taking the Underground Railroad* was informative.
  
18. B about herself when she was a child.
19. B a pattern with hidden messages.
20. C felt pleased.
21. B to remind her of her brother's escape to freedom.
22. A they each hid a secret message.
23. C Quilts With Secret Messages