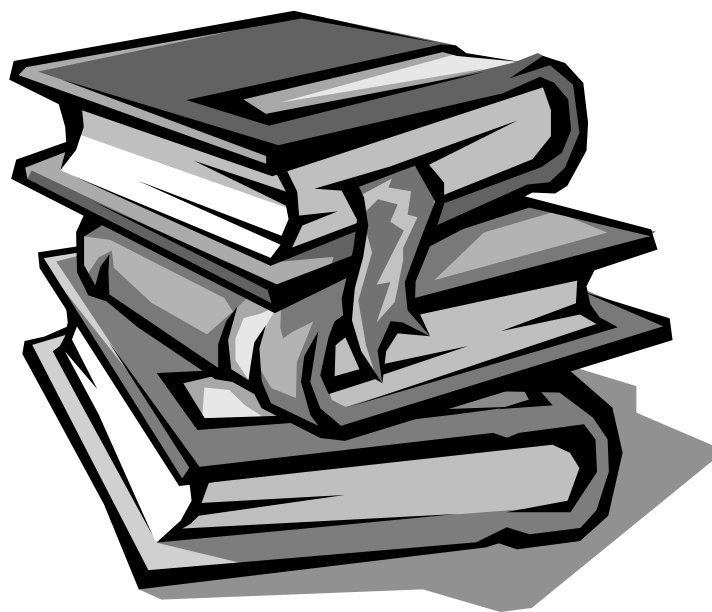


# English Language Arts Prototype



Suggested for: **2<sup>nd</sup> Grade**  
Solving Problems

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 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:**

**Solving Problems – using your own imagination or skills to solve problems that you or someone else has.**

#### **TALK ABOUT SOLVING PROBLEMS:**

What are some problems people have?

How have you solved a problem?

How has someone you know solved a problem?

How can you get someone to help you solve a problem?

**PART 1: SESSION 1  
DRAFTING**

**WRITING ABOUT THE TOPIC:**

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

Do **one** of the following:

write about a time when solving a problem worked out well

**or**

tell what could be learned from a person who had to solve their own problems.

**or**

write about solving problems 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**

*Elmer,*

**by  
David McKee**

## FIRST READING SELECTION

### DIRECTIONS:

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

1. Why did Elmer think the other elephants were laughing at him?
  - A. He thought they laughed at him because of his name.
  - B. He thought they laughed at him because he was different than them.
  - C. He thought they laughed because he told funny jokes.
  
2. What did Elmer get from thinking the other elephants were laughing at him?
  - A. He got the other elephants to feel sorry for him.
  - B. He got an idea that he thought would solve his problem.
  - C. He learned to live with his problem.
  
3. How did Elmer decide to solve his problem?
  - A. He decided to join a new herd.
  - B. He decided to run away.
  - C. He decided to roll in berries to make himself look like the other elephants.
  
4. What did Elmer get from yelling “Boo!”?
  - A. He learned that the elephants like to be still, silent and serious.
  - B. He got scared.
  - C. He learned that the elephants laughed at him because of the way he acted, not the way he looked.
  
5. How do you think Elmer felt during the Elmer’s Day Parade?
  - A. Serious
  - B. Foolish
  - C. Honored
  
6. An important lesson from this story is
  - A. Try to be funny
  - B. Be yourself
  - C. Laugh at others

**SECOND READING SELECTION**

*How to Solve a Problem,*

**by  
Andrea Fletcher**

# How to Solve a Problem



Have you ever acted like someone wasn't there when they are bothering you?  
Have you ever had a fight? Have you ever gotten mad? That you walked away from them? Have you ever wanted something someone is playing with it?



Guess what? Everybody has these problems. It's how you solve problems that matters. It's not easy to get along. We all see things differently. It can depend many things. How old you are? What do you think? Who do you hang out with? How do you feel? To solve problems we have to respect other people.

When there is a problem. You have three ways you can make to fix it.

## **Loud Choice**

This means yelling, fighting and arguing.  
(it doesn't work)

## **Soft Choice**

This means ignoring or walking away from the problem.  
(it can work)

## **Think and Share Choice**

This means talking about your feelings. Listen to the other person. Try working out your problem together.  
(works)

The **Think and Share Choice** works best. It helps you talk about your feelings. Steps to solve a problem are:

- 1 Talk to the person. Find out why they did or said something
- 2 Ask them what the problem is?
- 3 Tell them how it made you feel. Tell them why you care.
- 4 Come up with ideas. On how you can work things out.
- 5 Decide on the BEST idea together.



Remember feelings can get in the way of solving problems. Share your feelings. Remember **Think and Share Choices** help. You can feel badly but still act right!



## SECOND READING SELECTION

### DIRECTIONS:

Mark only the BEST answer for each multiple-choice question. You may look back at *How to Solve a Problem*

7. An important lesson from this selection is
  - A. hit someone when making you mad.
  - B. talk about what is making you mad.
  - C. scream at the person making you mad.
  
8. Why do you think the author wrote this selection?
  - A. To persuade and inform you
  - B. To entertain and sell to you
  - C. To review a movie or a book
  
9. What is the BEST choice to make when faced with a problem?
  - A. Loud Choice
  - B. Soft Choice
  - C. Think and Share
  
10. If someone came up to you on the playground and called you “stupid” what would be the BEST thing to do to solve your problem?
  - A. Tell them how it made you feel.
  - B. Go and tell a teacher.
  - C. Call them “stupid” back.
  
11. When the author says “You can feel badly but still act right” what do you think he means?
  - A. It’s OK to feel hurt and you can yell and scream at the person upsetting you.
  - B. It’s OK to feel yucky and upset, but try and make a good choice.
  - C. It’s not OK to share your feelings, try and keep them to yourself.
  
12. What is the author trying to do?
  - A. Show you what causes problems.
  - B. Compare two people fighting.
  - C. Tell you how to solve a problem.

## 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 selection at any time.

13. Choose a common title that would apply to both selections.
- A. *Walk Away!*
  - B. *You Can Solve It!*
  - C. *It's Too Hard!*
14. The authors from both selections would want you to
- A. say nothing and walk away from the problem.
  - B. talk and keep trying to work out the problem.
  - C. tease the person back to make you feel better.
15. Why do you think both author's wrote these selections?
- A. To show us people or animals can be mean
  - B. To show us to walk away from problems
  - C. To show us we can work out problems
16. If you were getting teased, what advise would the author's of the selections have for you?
- A. Talk to the person teasing you and try to work out your differences.
  - B. Get another friend and start teasing the person about something.
  - C. Go and hide so the person can't find you and you will be safe.
17. How air the two selections different?
- A. *Elmer* is narrative and *How to Solve a Problem* is informative.
  - B. *Elmer* is poetry and *How to Solve a Problem* is narrative.
  - C. *Elmer* is fairytale and *How to Solve a Problem* is a biography.

## PART 2b

### READING AND WRITING

#### APPLYING IDEAS TO A TASK

##### DIRECTIONS:

During Part 2a of this test you read *Elmer* and *How to Solve a Problem*. You may look back at the reading selections to help you answer the following question:

Is it better to take action in solving problems or just wait and see if the problems solve themselves? 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 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**

*Little Red Hen,*

**by  
Paul Galdone**

## LISTENING SELECTION

### 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 Little Red Hen* at any time.

18. This story is mostly about a red hen
- A. that sleeps all day.
  - B. that does all the work and plants grains of wheat.
  - C. that with help from friends plants grains of wheat.
  - D. that bakes a cake and shares it with friends.
19. The problem the Little Red Hen had to solve was
- A. hard work and not any helpers.
  - B. not enough cake to share.
  - C. not the right kind of garden tools.
  - D. too many helpers.
20. By the end of the story, the listener might expect the Little Red Hen to say
- A. "I will never share my food with you!"
  - B. "You are no longer my friends."
  - C. "If you help next time, I will share."
  - D. "This is too much work, I will never plant anything again."
21. The author shows that the Little Red Hen was willing to solve a problem by
- A. complaining.
  - B. paying others to help.
  - C. working hard, and refusing to share.
  - D. giving up.
22. Why didn't the Little Red Hen share the cake?
- A. The Little Red Hen was mean.
  - B. The Little Red Hen did all the work, and she wanted to teach the cat, dog, and mouse a lesson.
  - C. The Little Red Hen wanted the cake all to herself.
  - D. The Little Red Hen didn't like the cat, dog or mouse.

## 2<sup>nd</sup> Grade – Solving Problems

### ANSWER KEY FOR MULTIPLE CHOICE QUESTIONS

1. **B** He thought they laughed at him because he was different than them.
2. **B** He got an idea that he thought would solve his problem.
3. **C** He decided to roll in berries to make himself look like the other elephants.
4. **C** He learned that the elephants laughed at him because of the way he acted, not the way he looked.
5. **C** honored.
6. **B** Be yourself
  
7. **B** talk about what is making you mad.
8. **A** To persuade and inform you.
9. **C** Think and Share
10. **A** Tell them how it made you feel.
11. **B** It's OK to feel yucky and upset, but try and make a good choice.
12. **C** Tell you how to solve a problem
  
13. **B** *You Can Solve It!*
14. **B** talk and keep trying to work out the problem.
15. **C**. To show us we can work out problems.
16. **A** talk to the person teasing you and try to work out your differences.
17. **A** *Elmer* was narrative and *How to Solve a Problem* was informative.
  
18. **B** that does all the work and plants grains of wheat.
19. **A** hard work and not any helpers.
20. **C** "If you help next time, I will share."
21. **C** working hard, and refusing to share.
22. **B** The Little Red Hen did all the work, and she wanted to teach the cat, dog and mouse a lesson.