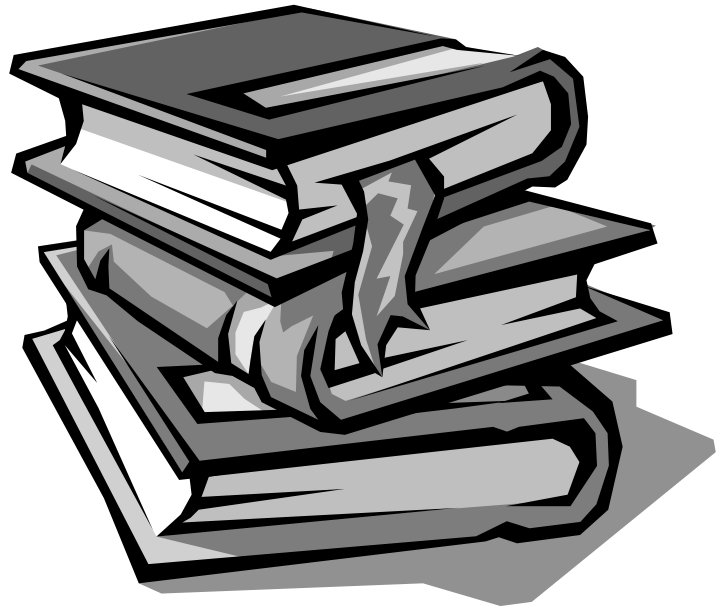


English Language Arts Prototype



Suggested for: **2nd Grade**
Respecting the Environment

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:

Think about the questions below. You will have approximately 10 minutes to think about the questions.

TALKING AND THINKING ABOUT THE TOPIC:

Respecting the Environment – making sure our earth is safe for all living things.

TALK ABOUT RESPECTING THE ENVIRONMENT:

Have you ever done anything to help our environment?

How do you respect living things?

Do you know of anyone “famous” or “well-known” that has helped our earth?

What type of personal characteristics do people who help our environment have in common?

**PART 1: SESSION 1
DRAFTING**

WRITING ABOUT THE TOPIC:

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

Do **ONE** of the following:

write about a time when you or someone else did something to help our environment

or

if you helped our environment, describe how it made you feel

or

write about the subject in your own way.

When you are ready, you may begin your draft.

Your writing will be read by interested adults.

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

Qualities of Writing	4	3	2	1
Content and Ideas	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.
Organization	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.
Style/Voice	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.
Conventions	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 2-A
READING FOR UNDERSTANDING

Directions:

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

FIRST READING SELECTION

Will We Miss Them? Endangered Species

by
Alexandra Wright

(Read pages 1, 14, 15, 16, 17, 28 and 29)

FIRST READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Will We Miss Them? The Endangered Species*.

1. What is an important lesson from this selection?
 - A. Animals are always safe.
 - B. We need to protect our animals and our environment.
 - C. Some people do not know about endangered species.

2. Why do you think the author wrote this book?
 - A. To entertain us.
 - B. To make us aware of how we can hurt the animals.
 - C. Just for fun.

3. Why is the river important to the grizzly bear?
 - A. They get their food from the river.
 - B. They enjoy getting clean in the river.
 - C. They like to watch canoes drift by.

4. What statement would the author agree with?
 - A. Only certain people should be allowed to save the animals.
 - B. Only certain animals deserve to be saved.
 - C. It is never too late to save our endangered species.

5. Why did the author include a map of the world on pages 28 and 29?
 - A. So the reader would know where the continents are located.
 - B. So the reader can see where many of the endangered species live throughout the world.
 - C. So the reader would know where the oceans are located.

6. The author is trying to show you that the whooping crane and the grizzly bear are alike by showing
 - A. both animals have fur.
 - B. law now protects both animals.
 - C. both animals hibernate.

SECOND READING SELECTION

One Monk Seal's Story

by
Andrea Fletcher

One Monk Seal's Story



On June 4, 2004 an endangered Hawaiian monk seal was found. It was found off the coast of Hawaii. He had fishing line hanging out of his mouth. The circle fishhook was caught in his throat. At the time, he was still quick and healthy. Rescuers had to chase him around the island. It took seven days before catching him. They put him in the care of doctors.

Monk seals have been endangered since 1976. They are very rare. They are found only in the Hawaiian Islands. This monk seal, named TT40, is 20-years old. He weighs 450 pounds. Doctors were worried about operating on him. They needed to remove the fishhook. He would be the second seal to have this surgery. The hook was bent back. It made a circle. It made it very difficult to help the monk seal.

The first try at removing the hook failed. The doctors operated for 5 ½ hours. They were successful. The endangered monk seal began to eat. It began to swim again.

On July 6, 2004, TT40 was put back into the Pacific Ocean. The monk seal was able to go home. His survival is because everyone worked together. The monk seal is free. He is healthy.

SECOND READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the BEST answer for each multiple-choice question. You may look back at *One Monk Seal's Story*.

7. What was the threat to the endangered monk seal in this selection?
 - A. being captured
 - B. fishing line
 - C. not eating

8. Why do you think the author wrote this selection?
 - A. to persuade you
 - B. to entertain you
 - C. to inform you

9. What genre is this selection?
 - A. Article
 - B. Fairytale
 - C. Biography

10. In the selection it says, “they are very rare and found only in the Hawaiian Islands.” In this context what does the word rare mean?
 - A. not friendly
 - B. not fully done
 - C. not common

11. What might you do if you found an endangered animal that is hurt?
 - A. Bring it home with you and take care of it on your own.
 - B. Call someone that could help such as an animal doctor.
 - C. Leave it where it is and go get your friends so they can see it.

12. Which statement **BEST** summarizes the selection?
 - A. Monk seals are good animals to have as pets and are very friendly.
 - B. An endangered seal was saved by doctors and released into the wild.
 - C. The Hawaiian Islands are the only place where you can see seals.

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. Choose a common title that would apply to both selections.
- A. *Endangered Seal*
 - B. *Endangered Species*
 - C. *Missing Animals*
14. After reading both selections, what cause do you think both authors would support?
- A. March of Dimes
 - B. Special Olympics
 - C. Wildlife Refuge
15. What best summarizes both selections?
- A. Animals need our help and protection.
 - B. Animals are fun to play with.
 - C. Animals get hurt easily.
16. The authors from these selections would want you to
- A. cage up endangered animals so they can't be harmed.
 - B. get involved and educate people about endangered animals.
 - C. go to a zoo and see some of the endangered animals.
17. The two selections are both
- A. narrative.
 - B. fairytales.
 - C. informative.

Part 2-B

WRITING IN RESPONSE TO READING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2-A of this test you read *Will We Miss Them ? The Endangered Species* and *One Monk Seal's Story*. You may look back at the reading selections to help you answer the following question:

Is it ever okay to destroy the environment? 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 *A River Ran Wild* as a story. As you listen think about the actions of the native people and what you could learn from them. What could you learn from the paleface people?

After listening to the story, you will have a few minutes to make some notes on the next page about the native people'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 *A River Ran Wild*.

LISTENING SELECTION

A River Ran Wild

by
Lynne Cherry

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 *A River Ran Wild* at any time.

18. This story is mostly about
- A. the animals that live in or near the river.
 - B. natives who live near Mt. Wachusett.
 - C. how humans can affect the world, both positively and negatively.
19. Author/ Illustrator Lynne Cherry begins the book with the words “Long ago”. Why do you think she chose those words?
- A. She wanted to write the book in a Fairy Tale style.
 - B. She wanted to take the reader back in time.
 - C. She wanted the setting to be during the dinosaur age.
20. The paleface settlers put up fences and claimed the land as their own. How did the Indian natives feel about this?
- A. They thought the paleface settlers had a right to the land and they were happy.
 - B. They thought they could live side-by-side and felt content.
 - C. They thought the paleface settlers were greedy and they were upset and didn’t have the power to fight back.
21. What could another title for the book be?
- A. *Our Precious Earth*
 - B. *Hard Times on the Home Front*
 - C. *Fighting Man*
22. Why do you think the native Indians asked the animals that they killed to “please forgive them”?
- A. They felt sorry for the animals.
 - B. They didn’t want to kill the animals, but they had to for food and clothing.
 - C. They didn’t want the animals to be mad at them.

2nd Grade – Respecting the Environment

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. B we need to protect our animals and our environment.
2. B To make us aware of how we can hurt animals.
3. A they get their food from the river.
4. C It is never too late to save our endangered species.
5. B So the reader can see where many of the endangered species throughout the world.
6. B law now protects both animals.

7. B Fishing line
8. C To inform you
9. A Article
10. C Not common
11. B Call someone that could help such as an animal doctor.
12. B An endangered seal was saved by doctors and released into the wild.

13. B *Endangered Species*
14. C Wildlife Refuge
15. A Animals need our help and protection
16. B get involved and educate people about endangered animals
17. C Informative

18. C how humans can affect the world, both positively and negatively.
19. B She wanted to take the reader back in time.
20. C They thought the paleface settlers were greedy and they were upset and didn't have the power to fight back.
21. A *Our Precious Earth*
22. B They didn't want to kill the animals, but they had to for food and clothing.