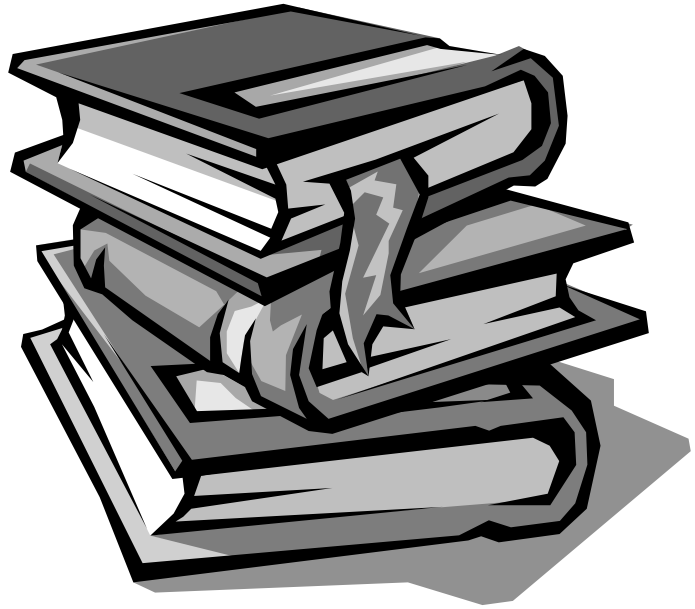


# English Language Arts Prototype



Suggested for: **3<sup>rd</sup> Grade**  
**Determination**

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:**

#### **THINKING ABOUT THE TOPIC:**

**Determination-** working hard for a goal

#### **Think about Determination:**

When would you show determination?

What would make you determined?

Have you ever said you would do something that was very hard for you to do?

Was there ever a time you had to do something you were afraid to do but knew it would help others?

Have you ever accomplished something that others thought was too hard for you?

**PART 1: SESSION 1  
DRAFTING**

**WRITING ABOUT THE TOPIC:**

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

Do **one** of the following:

write about a time when determination was shown

**or**

describe a time when it might be a good idea to show determination

**or**

write about a time when you worked very hard to accomplish something that others thought was impossible for you

**or**

write about a time when someone was determined to do something that you thought was a bad idea

**or**

write about the topic 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?

**Michigan Educational Assessment Program**  
**Integrated English Language Arts**  
**Part 1-A Rubric**  
**Writing from Knowledge and Experience**

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

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**

*Keep the Lights Burning, Abbie*

by  
**Connie Roop**

## FIRST READING SELECTION QUESTIONS

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Keep the Lights Burning, Abbie* at any time.

1. This story is mostly about a girl who
  - A. was determined to show her father that she could not take care of the lights.
  - B. was determined to do everything she could to keep the ships safe.
  - C. had a sick mother.
  
2. When Abbie went up the stairs to the lighthouse in the middle of the night
  - A. she slipped and fell.
  - B. she found that her sisters had taken care of the lights.
  - C. she found that the windows had ice frozen on them.
  
3. At the beginning of the story, Abbie believed
  - A. she could not take care of the lights while her father was away.
  - B. that her father was unfair for asking her to take care of the lights.
  - C. her sisters should take care of the lights.
  
4. During the storm, Abbie showed her determination by
  - A. telling her mother that she was too tired to take care of the lights.
  - B. having her sisters take care of the lights.
  - C. keeping the lights lit all night long.
  
5. This story is a
  - A. fable.
  - B. mystery.
  - C. true story.

6. Her father had Abbie take care of the lights in the lighthouse because
- A. he trusted that she could do it.
  - B. her mother refused to do it.
  - C. Abbie was being punished for not doing as she was told.
7. According to the story, how did Abbie feel about taking care of the lights while her father was gone?
- A. She was nervous in the beginning but in the end she felt proud that she had done a good job.
  - B. She was nervous in the beginning and angry that her father would ask her to do it.
  - C. She was happy and excited to be asked to do such a big job.
8. An important lesson from this selection is
- A. honesty is the best policy.
  - B. don't try to do something if you don't think you are capable of doing it.
  - C. believe in yourself.
9. By the end of the story, the reader might expect Abbie to say,
- A. "Thank you, Father, for having faith in me."
  - B. "I never want to have to take care of the lights again!"
  - C. "Mother was a big help during the storm."
10. By the end of the story, Abbie most likely
- A. feels grateful that her mother has finally been able to help her.
  - B. feels sad that her father has returned.
  - C. feels proud that she had been able to do what her father asked her to.

## SECOND READING SELECTION

*Mountain Men*

by  
Deborah Werth

## *Mountain Men*

Before Lewis and Clark finished their journey to the coast of Oregon. There were mountain men going up and down the Missouri River. They were looking for beaver furs. These men loved exploring new lands. They loved discovering uncharted places.

These few men became known as "Mountain Men." This happened in the beginning of the 19th century.

Life was not easy for mountain men. These isolated fur-trappers lived thousands of miles from civilization. Many of them had nothing besides what they could carry on their backs. They lived entirely off the land. They ate elk. They ate buffalo and mountain goat. They traveled mostly by themselves. They were in search of beaver pelts. A beaver pelt could be traded for anything a mountain man needed. They didn't need a lot of things. The only friends that the mountain men had were the Native Americans. They sometimes came across them on their journey.

John Colter, a mountain man, discovered a land where hot water rose straight into the air. It also made boiling mud. This happened in 1807. He had come to the place we now know as Yellowstone National Park. No one believed him. They thought he was telling tall tales.

Jim Bridger was one of the best-known mountain men. He was well known because of his trailblazing abilities. He traveled by water. He went down the Bear River in Utah. He discovered the Great Salt Lake in 1824. In 1842 he built Fort Bridger. This is along the Oregon Trail. He sold supplies to all of the people that were traveling to Oregon. This was a good idea. It did not allow him time to travel. Jim Bridger sold his fort. He then continued on his journey.

Jedediah Smith was also a great mountain man. He was a fur trader and explorer. He re-discovered South Pass. This is a main passageway through the Rocky Mountains. This was in 1824. Other explorers had traveled through South Pass. They had kept it a secret. Jedediah let everyone know about this important passage. He was the first white man to travel from the Great Salt Lake to California. He was the first to go by two different routes. He was known to be very tough. They said that he once stitched his scalp back on after a mad bear had torn it off. His greatest achievement was his expedition in 1825 to the Southwest. He set out determined on traveling to lands that no white man had ever seen. His journey took him to what is now Canada and Mexico. It took him four years. He recorded his travels on a map called the "Fremont-Gibbs-Smith map." This was important because it was the only correct and complete map of the time. It took many years before a better guide to the American West existed.

## Second Reading Selection Questions

### Directions:

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

11. Mountain men are all of the following EXCEPT
- A. tough
  - B. lived entirely off the land
  - C. settlers
12. In the last line of the first paragraph the word **uncharted** means
- A. not recorded on a map.
  - B. having a value.
  - C. a settled area.
13. Mountain men had
- A. an easy way of life.
  - B. maps to know where they were going.
  - C. a few Native American friends.
14. \_\_\_\_\_ was best-known because of his trailblazing abilities.
- A. John Colter
  - B. Jim Bridger
  - C. Jedediah Smith
15. What does the author mean when he wrote, Jedediah Smith rediscovered the South Pass?
- A. The South Pass was always a secret until Jedediah discovered it.
  - B. He was the first to find the South Pass.
  - C. He followed Lewis and Clark.

16. What important place did John Colter try to let everyone know about?
- A. That he stitched his scalp back on.
  - B. Yellowstone National Park
  - C. Where the South Pass was located.
17. The author used the line “**No one believed him**” when talking about John Colter’s discovery of what is now Yellowstone National Park because
- A. no one had seen land that shot hot water straight into the air.
  - B. he always lied.
  - C. he didn’t have a picture of it.
18. Why was staying at the fort **NOT** a good idea for Jim Bridger?
- A. He didn’t have anything to sell.
  - B. His family wasn’t there.
  - C. It did not allow him to explore new lands.
19. In this selection the author says, “**These isolated fur-trappers lived thousands of miles from civilization.**” The word **isolated** means
- A. to be alone.
  - B. to be together.
  - C. a period of forty days
20. This story is
- A. fantasy.
  - B. fictional.
  - C. informational.

## 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.

21. Did Abbie and the mountain men do the same kinds of things?
- A. Yes. All of them wanted to keep the lights on.
  - B. Yes. All had to be strong-minded in order to achieve their goals.
  - C. No. Abbie did not want beaver furs.
22. The two selections were different because
- A. The mountain men were independent; Abbie did not believe she could do it by herself.
  - B. Abbie didn't want her father to leave and the mountain men wanted to travel together.
  - C. Abbie wanted to be independent and the mountain men did not.
23. In both selections you read about main characters who
- A. were surrounded by friends.
  - B. dealt with difficult times.
  - C. lived in warm weather.
24. An important lesson that can be learned from both selections is that
- A. people like to travel.
  - B. sometimes its better to let other people do things for you.
  - C. determination is needed in order to reach your goals.
25. The genre of both texts is
- A. informational.
  - B. fiction.
  - C. both.

## PART 2-B

### READING AND WRITING

#### APPLYING IDEAS TO A TASK

##### DIRECTIONS:

During Part 2-A of this test you read *Keep the Lights Burning, Abbie* and *Mountain Men*. You may look back at the reading selections to help you answer the following question:

Do you believe that anyone at any age can be successful through determination? 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 3**

- 6** The student makes meaningful use of ideas from each reading selection to support a clear position on the question and to make a clear connection between the reading selections. The position connections are thoroughly supported by examples and details. Relationships among ideas are clear. Language is controlled. Lapses in writing conventions are hardly noticeable.
- 5** The student takes a clear position and makes a clear connection between reading selections. The response makes adequate use of ideas from both reading selections. The position and connection are developed with use of examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 
- 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 AND READING FOR UNDERSTANDING

#### **DIRECTIONS:**

In this part of the test, you will be listening to one selection.

#### **LISTENING DIRECTIONS:**

Concentrate on listening to *The Empty Pot* as a story. As you listen think about the actions of Ping and what you could learn from them. Do Ping'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 Ping'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 Empty Pot*.

# LISTENING SELECTION

*The Empty Pot*

by  
Demi

## 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 Empty Pot* at any time.

26. This story is mostly about a boy who
- A. was determined to win no matter what.
  - B. was determined to do what the emperor told him to do.
  - C. could grow all types of flowers.
27. When Ping planted the seed
- A. he sang to it everyday.
  - B. he was not sure if he could grow the most beautiful flower.
  - C. it did not grow as he expected it to.
28. All of the other children in the story, **EXCEPT** Ping
- A. used different seeds than were given to them.
  - B. were to show the emperor their best in a year's time.
  - C. received seeds from the emperor.
29. At the beginning of the story, Ping believed
- A. he was an emperor.
  - B. that he should be emperor.
  - C. he could grow anything.
30. In meeting with the emperor, Ping shows his bravery by
- A. taking the empty pot even though he thought he would be punished.
  - B. switching seeds from the one that the emperor had given him.
  - C. making fun of the other children.

- 31.** The author begins the story with the words “A long time ago...” because the story is like a
- A.** fairy tale.
  - B.** mystery.
  - C.** biography.
- 32.** The emperor had a contest in order to
- A.** punish the children.
  - B.** find the best gardener.
  - C.** see who would be the most truthful and courageous.
- 33.** According to the story, how did Ping feel about taking his empty pot to the emperor?
- A.** He felt proud of all that he had done.
  - B.** He liked the flower he had grown.
  - C.** He was worried that the emperor would be angry.
- 34.** An important lesson from this selection is
- A.** honesty and determination pay off.
  - B.** do whatever it takes to win.
  - C.** winning isn't everything.
- 35.** By the end of the story, the listener might expect Ping to say,
- A.** “I wish my flower had grown as beautiful as the others did.”
  - B.** “Why did the emperor try to trick us?”
  - C.** “I’m glad that I did my best with what I was given.”

## 3<sup>rd</sup> Grade - Determination

### ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. **B** was determined to do everything she could to keep the ships safe.
2. **C** she found that the windows had ice frozen on them.
3. **A** she could not take care of the lights while her father was away.
4. **C** keeping the lights lit all night long.
5. **C** true story.
6. **A** he trusted that she could do it.
7. **A** She was nervous in the beginning but in the end she felt proud that she had done a good job.
8. **C** believe in yourself.
9. **A** "Thank you, Father, for having faith in me."
10. **C** feels proud that she had been able to do what her father asked her to.
  
11. **C** settlers
12. **A** not recorded on a map.
13. **C** a few Native American friends.
14. **B** Jim Bridger.
15. **A** The South Pass was always a secret until Jedediah discovered it.
16. **B** Yellowstone National Park
17. **A** no one had seen land that shot hot water straight into the air.
18. **C** It did not allow him to explore new lands.
19. **A** to be alone.
20. **C** informational.
  
21. **B** Yes. All had to be strong-minded in order to achieve their goals.
22. **A** the mountain men were independent; Abbie did not believe she could do it by herself.
23. **B** dealt with difficult times.
24. **C** determination is needed in order to reach your goals.
25. **C** both.
  
26. **B** was determined to do what the emperor told him to do.
27. **C** it did not grow as he expected it to.
28. **A** used different seeds than were given to them.
29. **C** he could grow anything.
30. **A** taking the empty pot even though he thought he would be punished.
31. **A** fairy tale.
32. **C** see who would be the most truthful and courageous.
33. **C** He was worried that the emperor would be angry.
34. **A** honesty and determination pay off.
35. **C** "I'm glad that I did my best with what I was given."