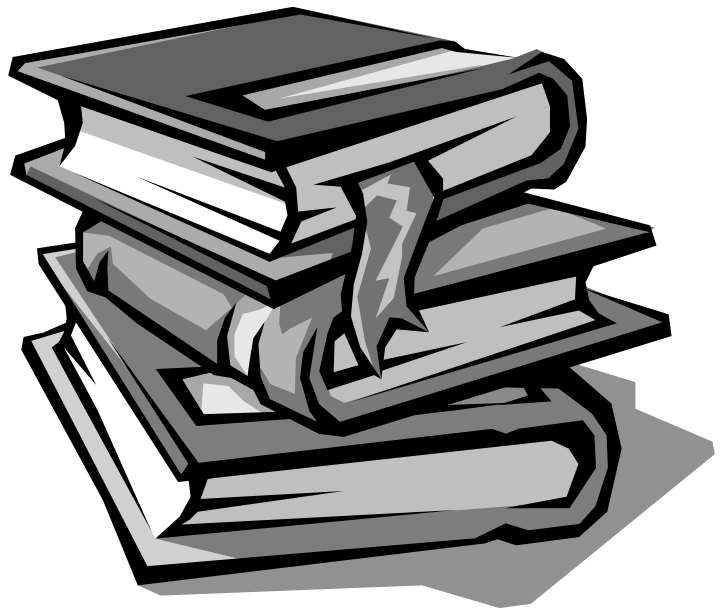


English Language Arts Prototype



Suggested for: **3rd Grade**
Individual Rights

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

THINKING ABOUT THE TOPIC:

Individual Rights– People have the right to be treated fairly in all situations.

THINK ABOUT Individual Rights:

What does it mean to have individual rights?

Think about a time when someone treated you unfairly.

Think about a time when you did not treat someone with the respect that they deserve.

**PART 1: SESSION 1
DRAFTING**

WRITING ABOUT THE TOPIC:

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

Do **ONE** of the following:

tell about a time when someone treated you with respect

or

tell about a time when someone treated you unfairly

or

tell about a time when you did not treat someone with the respect that they deserve

or

tell about a time when you treated someone with respect

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 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 2a
READING FOR UNDERSTANDING

Directions:

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

FIRST READING SELECTION

Old Henry

by
Joan W. Blos

FIRST READING SELECTION

DIRECTIONS:

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

1. An important lesson in the story is
 - A. everyone should act just like everyone else.
 - B. people don't always act the way we expect them to act.
 - C. threats and fines will always make people change.

2. When Henry moved into the old house, the neighbors expected him to
 - A. move to Dakota.
 - B. be on their committee.
 - C. fix things up.

3. Henry finally decided to move away because
 - A. he didn't want to do what the neighbors expected.
 - B. his flowers and fruit would not grow.
 - C. he got a letter from Dakota.

4. When Henry moved into the vacant house
 - A. he liked it just the way it was.
 - B. he planned to clean and paint.
 - C. he welcomed his neighbors' visits.

5. The author used dialogue in the story
 - A. to tell what Henry is going to do next.
 - B. to show how the neighbors felt about Henry's actions.
 - C. to describe what Henry's neighbors looked like.

6. To get Henry to fix up the house and yard, the neighbors did all of the following **EXCEPT**
- A. threatened jail.
 - B. wrote him letters.
 - C. took him to court.
7. After Henry moved away
- A. the neighbors fixed up the old house.
 - B. the neighbors sent him letters.
 - C. the neighbors missed him.
8. The author used the line “And we don’t have to make such a fuss because everyone isn’t exactly like us.” to say
- A. it’s silly to worry about neighbors.
 - B. no one should say what he thinks.
 - C. it’s okay to act differently from others.
9. In his letter to the mayor, Henry agreed to do some of the things the neighbors wanted,
- A. but he wouldn’t shovel his snow.
 - B. and he would bake pies for them.
 - C. but he still wanted his grass unmown.
10. In the first sentence of the story the word vacant means
- A. occupied.
 - B. empty.
 - C. old.

SECOND READING SELECTION

Ban Grinds at Skateboarders,

by
Ryan Werbeck

Ban Grinds at Skateboarders
Riders Say Restricting Stunt Unfair
By Ryan Werbeck

Skateboarding isn't a crime to Jordan Peltier. He spends his summer days grinding at the ramps in Port Huron's Optimist Park. Jordan is 13 years old. He lives in Port Huron. He has not used the skate park since city officials made it a crime to grind on city property. Grinding is a skating trick. This trick has the boards run along concrete edges. "I think it's stupid," Jordan said of the new law. "They shouldn't ban it."

The ban is necessary to stop damage to city property. There is damage on the concrete all over the park. The steel railings are being ruined from skateboards. Park benches are splintering along the edges.

It's too early to tell what will happen because of the grinding ban. Police have not given any tickets for grinding, Capt. Neal Rossow said.

Few opportunities

St. Clair County has a few places for skaters. They get together and show off their skills. Port Huron's Optimist Park has a caged-in area for skateboarders. Algonac's skate park is in trouble. The actions of the skateboarders are not good. Croswell's Harrington Park has an area for skateboarding.

Larry Stover spends his free time skateboarding. Like Jordan, he used to go to Pine Grove Park. He has stopped since the grinding ban was passed. He thinks he and his fellow boarders are getting treated unfairly. "I hate it," Larry, 16, said. "People only see what they think."

Compromise

Port Huron council members passed the ban at the parks. It was stopping all skateboarding at Pine Grove Park. The skateboarders agreed to the compromise. They felt that the grinding ban as a way of keeping them from using Pine Grove Park.

"The cops are telling us not to go there," Jordan said. "If we do, we'll get a ticket." Willis Hutchinson thinks any ban seems unnecessary. "That park's already marked up," said Willis. "They can't make it any worse than it already is."

He watches skateboarders while he sits at the park. He says they keep to themselves and don't bother anyone. "Why not leave well enough alone?" he said.



Times Herald photos by MARK R. RUMMEL

PRACTICING MANEUVER: Thomas Brickey, 28, grinds along a rail at the skateboard facility in Port Huron's Optimist Park. The City Council has banned the trick on city property.

*Adapted with permission of the **Times Herald**, Port Huron, Michigan. Original article printed July 4, 2004.*

Second Reading Selection

Directions:

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

11. This story is mostly about
 - A. skateboarding maneuvers.
 - B. skateboarders rights.
 - C. city officials.

12. The city put a ban on grinding because
 - A. Jordan got hurt.
 - B. there were to many skateboarders in the park.
 - C. of the damage to city property.

13. What park has a caged-in area for skateboarders?
 - A. Pine Grove Park
 - B. Goodells Park
 - C. Optimist Park

14. In the first sentence under the sub heading Compromise, the word compromise means
 - A. each side agrees.
 - B. something that is one sided.
 - C. it favors the skateboarders.

15. What cities in St. Clair County have skateboard parks?
 - A. St. Clair and Port Huron
 - B. Port Huron, Algonac, and Croswell
 - C. Algonac and Croswell

16. Why is the ban on grinding **NOT** desirable to skateboarders?
- A. Grinding is the only move most of them can do.
 - B. The skateboarder will be ticketed if he does the trick.
 - C. The skateboarders are not allowed in the parks.
17. The author used the line “**They shouldn’t ban it.**” What does the word ban mean in this sentence?
- A. Make unlawful
 - B. Encourage
 - C. seek
18. Why do many skateboarders like Pine Grove Park?
- A. They could do more tricks.
 - B. There are less people that use this park.
 - C. Because it is a controlled environment.
19. The author used dialogue in the story
- A. to show the author’s point of view.
 - B. to describe grinding and how it is done.
 - C. to show the different opinions of the people involved.
20. Why did the author tell this story?
- A. He wanted skaters to know of the ban.
 - B. He wanted to get more people out skateboarding.
 - C. He wanted others to know both sides of the issue.

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. The two selections are similar because
- A. the people in both stories all worked together.
 - B. in both texts the characters helped each other to reach their goals.
 - C. in both texts there were differences of opinions.
22. The two selections are different because
- A. *Old Henry* is fiction and *Ban Grinds at Skateboarders* is informative.
 - B. *Old Henry* is informative and *Ban Grinds at Skateboarders* is fiction.
 - C. *Old Henry* is informative and *Ban Grinds at Skateboarders* is historical fiction.
23. An important lesson that can be learned from both selections is that
- A. sometimes its better to let other people tell you what you should do.
 - B. sometimes its better to ignore what you think.
 - C. people don't always see things the same way as you do.
24. What important advice could someone from the two selections give you?
- A. Always get permission from your community.
 - B. Doing things together will help you get what you want.
 - C. Never give up on what you believe in.
25. In both selections you read about people who
- A. were able to voice their own opinion.
 - B. dealt negatively with the situations facing them.
 - C. gave up on their dreams.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *Old Henry* and *Ban Grinds at Skateboarders*. You may look back at the reading selections to help you answer the following question:

Should all people be able to do or say anything they want? Yes or no. Tell why you agree or disagree. Use examples from both texts to support your thinking. Tell how the two reading selections are alike or connected.

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 FOR UNDERSTANDING

DIRECTIONS:

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

LISTENING DIRECTIONS:

Concentrate on listening to *A Picture Book of Martin Luther King Jr.* as a story. As you listen think about the actions of Martin and what you could learn from him. Do his 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 Martin'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 Picture Book of Martin Luther King Jr.*

LISTENING SELECTION

A Picture Book of Martin Luther King, Jr.

by
David A. Adler

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 *A Picture Book of Martin Luther King, Jr.* at any time.

26. This story is mostly about a man who
- A. was a conductor on the Underground Railroad.
 - B. led violent riots about respecting others' rights.
 - C. spoke about respecting others and led peaceful marches for freedom.
27. What is the **MAJOR** idea from this selection?
- A. Ministers try to encourage people to respect one another.
 - B. A bus boycott made Martin Luther King, Jr. start to think about black people not being treated fairly.
 - C. People should not be treated unfairly because they are a different color.
28. When Martin Luther King, Jr. was young, he
- A. had friends that would not play with him because he was mean.
 - B. was told two of his friends could not play with him because he was black.
 - C. played basketball and soccer in the nearby fields.
29. At the end of the story, Martin Luther King, Jr.
- A. died from a terrible disease.
 - B. led a riot in Detroit that showed that blacks and whites needed to be treated equally.
 - C. gave an important speech about dreaming of a day when people would be judged by their character, not by their color.
30. In summarizing this selection, which of the facts would be **LEAST** important to include?
- A. Martin Luther King, Jr. was a minister.
 - B. Martin Luther King, Jr. liked to ride bikes and sing songs.
 - C. Martin Luther King, Jr. led peaceful protests against separation of blacks and whites.

31. With which sentence would Martin Luther King, Jr. agree?
- A. Everyone needs to earn respect from others.
 - B. All people should be respected and treated equally.
 - C. Buses are dangerous to ride.
32. When his two friends could not play baseball with him because he was black, Martin
- A. felt happy that he had been friends with them.
 - B. was confused and did not understand why.
 - C. got angry and hit them.
33. Why did the author include the part in the story where the two friends could not play with him?
- A. To show that Martin Luther King, Jr. felt disrespect at a young age.
 - B. To show that Martin Luther King, Jr. felt anger towards white people at a young age.
 - C. To show that his mother was a very kind and understanding person.
34. All of the following are true **EXCEPT**
- A. Martin believed people should be judged by their character and not their color.
 - B. Rosa Parks would not give up her seat on the bus.
 - C. Martin believed in using violence to solve problems.
35. In order to understand this listening selection, which word would be **MOST** important to know?
- A. Minister
 - B. Protest
 - C. Slave

3rd Grade – Individual Rights

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. B people don't always act the way we expect them to act.
2. C fix things up.
3. A he didn't want to do what the neighbors expected.
4. A he liked it just the way it was.
5. B to show how the neighbors felt about Henry's actions.
6. C took him to court.
7. C the neighbors missed him.
8. C it's okay to act differently from others.
9. C but he still wanted his grass unmown.
10. B empty.

11. B skateboarders' rights.
12. C of the damage to city property.
13. C Optimist Park.
14. A each side agrees.
15. B Port Huron, Algonac, and Croswell
16. B The skateboarder will be ticketed if he does the trick.
17. A Different opinions
18. A They could do more tricks.
19. C to show the different opinions of the people involved.
20. C He wanted others to know both sides of the issue.

21. C in both texts there were differences of opinions.
22. A *Old Henry* is fiction and *Ban Grinds at Skateboarders* is informative.
23. C People don't always see things the same way as you.
24. C Never give up on what you believe in.
25. A were able to voice their own opinion.

26. C spoke about respecting others and led peaceful marches for freedom.
27. C People should not be treated unfairly because they are a different color.
28. B was told two of his friends could not play with him because he was black.
29. C gave an important speech about dreaming of a day when people would be judged by their character, not by their color.
30. B Martin Luther King, Jr. liked to ride bikes and sing songs.
31. B All people should be respected and treated equally.
32. B was confused and did not understand why.
33. A To show that Martin Luther King, Jr. felt disrespect at a young age.
34. C Martin believed in using violence to solve problems.
35. B protest.