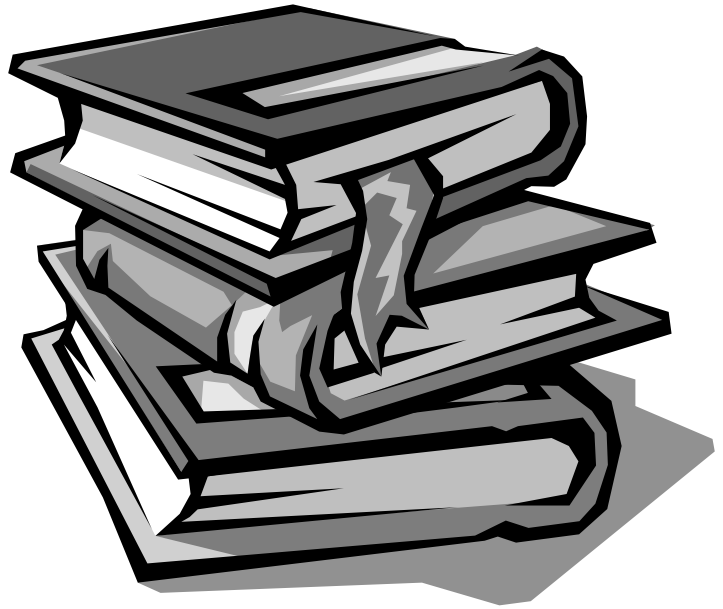


English Language Arts Prototype



Suggested for: **3rd Grade**
Working Together

Prototypes developed by
St. Clair County Educators
Revised January 2005



499 Range Road
P.O. Box 1500
Marysville, MI 48040
(810) 364-8990
Fax: (810) 364-7474
www.sccresa.org

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

THINKING ABOUT THE TOPIC:

Working Together – When people work together to do something they often do a better and faster job.

THINK ABOUT Working Together:

What does it mean to work together?

Think about a time when you helped someone do something.

Think about a time when someone helped you do something.

PART 1: SESSION 1
DRAFTING

WRITING ABOUT THE TOPIC:

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

Do **ONE** of the following:

tell about a time when you worked with someone to do something

or

tell about a time when you needed help and someone would not work together with you

or

tell about a time that someone needed your help to finish a job

or

tell about a time when you did not help someone when they asked you for help

or

write about the topic in your 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

City Green

by
DyAnne DiSalvo-Ryan

FIRST READING SELECTION

DIRECTIONS:

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

1. This story is mostly about a girl who
 - A. didn't get along with her neighbor.
 - B. could grow all types of flowers.
 - C. learned to know a neighbor in a new way.

2. On page 11, the word petition means
 - A. a paper with a lot of rules on it.
 - B. a paper people sign to show how they feel.
 - C. a paper people sign to buy something.

3. All of the other people in the story, **EXCEPT** Old Man Hammer
 - A. work on the garden together.
 - B. show their anger that the old building was torn down.
 - C. planted seeds.

4. At the beginning of the story, Marcy feels
 - A. happy that the building is finally torn down.
 - B. sad that there is no nearby park.
 - C. sad that the lot is so dirty and unused.

5. The story is a
 - A. tall tale.
 - B. science fiction.
 - C. fictional story.

6. Miss Rosa and Marcy go to the city to
- A. ask them to plant a garden on the empty lot.
 - B. get permission to plant a garden on the empty lot.
 - C. find out who is responsible for the old building being torn down.
7. Why was Old Man Hammer so cranky?
- A. He missed the old building that he used to live in.
 - B. He hated the garden they had planted.
 - C. He was angry that the people made so much noise while working in the garden.
8. An important lesson from this selection is
- A. People should ignore cranky people.
 - B. Flower gardens require a lot of work.
 - C. By working together people can do good things.
9. What does Old Man Hammer mean at the end of the story when he says, “This lot was good for nothing’. Now it’s nothing’ but good.”
- A. He feels that the neighbors should not have planted the garden.
 - B. He wishes a building had been built where the garden is.
 - C. The garden has replaced a dirty, vacant lot.
10. By the end of the story, Marcy most likely
- A. will keep flowers in her bedroom over the winter.
 - B. feels sad that he had not been able to grow a flower.
 - C. will remain close friends with Old Man Hammer.

SECOND READING SELECTION

Castaways

**By
Deborah Werth**

Castaways

Three children survived six days on the tiny island of Matu. Stephen Tamwoy is Twelve-years-old. He is also known as Bala. He has two sisters. Ellis is fifteen-years-old. Norita is ten-years-old. They survived on their own. They were shipwrecked off the coast of northeastern Australia. The children spent three days on a line of small rocks. They were in the middle of the open sea. Then they decided to swim to land. Bala told his sisters that if they didn't swim for an island in the distance, that they were going to die. They swam in water for an entire day. The water is home to several kinds of sharks. They swam quietly so that they would not attract the sharks. When one child got tired of swimming, another sibling would swim behind them. The sibling would push them along. The children reached tiny Matu Island. This island is about the size of a football field.

The island had only one coconut tree. Bala took off the husk of the coconuts with his teeth. He broke it open on the rocks. He and his sisters drank the coconut milk. This is the first drink in four days. The siblings survived on the island for three days. They ate shellfish, coconut milk and fruit. They worked together for three days. Their uncle rescued the children. They saw a boat approaching. The children began screaming and waving. They made sure they were seen. The children were dehydrated and sunburned. The oldest sister also had coral cuts on her feet.

Their parents left home with their four children. They left on the morning of July 6, 2004. They were on their way to a birthday party. The party was on Thursday Island. The family traveled in a small aluminum boat. This is a regular way of travel to and from their island home. After the motor on their boat gave out, the boat sank. There was only one life jacket in the boat. Their mom told the three children to swim to the rocks. The rocks were about a mile away.

The survival skills taught to island children were very important. They helped the children to survive. Teamwork helped keep them alive. They kept encouraging each other too. They never gave up hope.

Second Reading Selection

Directions:

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

11. This story is mostly about
- A. eating coconuts and island living.
 - B. boat safety.
 - C. teamwork and survival.
12. In the second to the last line of the first paragraph the word **sibling** means
- A. swimmer.
 - B. brother or sister.
 - C. life jacket.
13. The tiny island that the children were rescued from is
- A. Bala.
 - B. Thursday.
 - C. Matu.
14. Fill in the blank.
- _____ had coral cuts on her feet.
- A. Ellis
 - B. Norita
 - C. Lisa
15. What does the author mean in the last paragraph, “**But what kept them alive was each other’s nonstop encouragement, hope, and teamwork?**”
- A. They liked eating coconuts as a team.
 - B. Their goal was to go to new places together.
 - C. They supported each other constantly to stay alive.

16. Why was staying on a chain of small rocks **NOT** a good idea for the Tamwoy children?
- A. They had no food or drink.
 - B. Stephen and Ellis kept cutting themselves on the rocks.
 - C. They didn't have a life jacket.
17. The author used the line **“Bala stripped the husk from the coconuts with his teeth and broke it open on the rocks.”** Who is Bala?
- A. Haley Tamwoy.
 - B. Ellis Tamwoy.
 - C. Stephen Tamwoy.
18. Why did the mother encourage her three eldest children to swim to the small group of rocks?
- A. She wanted them to get food for the family.
 - B. She was trying to protect her family.
 - C. She wanted them to get out of the water since they couldn't swim.
19. In this selection the author says, **“...the children began screaming and waving, making sure they were seen.”** The children acted like this because
- A. their friends had finally arrived with more coconuts.
 - B. they were sun burnt and wanted to get out of the sun.
 - C. they wanted to be rescued.
20. What did the Tamwoy children know that helped them make it home?
- A. How to break coconuts open on a rock.
 - B. Survival skills
 - C. How to share one life jacket

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 main characters all sat on beach towels.
 - B. the main characters helped each other to reach their goals.
 - C. the main characters had to do difficult work together.
22. The two selections are different because
- A. *City Green* is fiction and *Castaways* is informative.
 - B. *City Green* is informative and *Castaways* is fantasy.
 - C. *City Green* is informative and *Castaways* is historical fiction.
23. An important lesson that can be learned from both selections is
- A. people don't always like to do their fair share.
 - B. sometimes its better to let other people do things for you.
 - C. teamwork is often needed in different life situations.
24. What important advice could the main characters from the two selections give you?
- A. Always get permission from your parents.
 - B. Doing things together will help you reach your goal.
 - C. More work gets done when you do it independently.
25. In both selections you read about main characters who
- A. were tired of having to do a lot of work together.
 - B. dealt with the situation facing them together.
 - C. gave up easily.

PART 2B

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2A of this test you read *City Green* and *Castaways*. You may look back at the reading selections to help you answer the following question:

Do people need other people to help them out with problems? 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 *The Wednesday Surprise* as a story. As you listen think about the actions of Anna and what you could learn from her. Do her 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 Anna'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 Wednesday Surprise*.

LISTENING SELECTION

The Wednesday Surprise

by
Eve Bunting

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 Wednesday Surprise* at any time.

26. This story is mostly about a girl who
- A. worked with her mother to teach her how to read.
 - B. worked with her grandma to teach her how to read.
 - C. was grateful for all that she had.
27. All of the other characters in the story, **EXCEPT** Anna
- A. knew that grandma couldn't read.
 - B. helped teach Anna how to read.
 - C. did not know that grandma was learning how to read.
28. Why do grandma and Anna hide the books behind the couch during the birthday dinner?
- A. they wanted to save their surprise for last.
 - B. they aren't sure if they should show dad the surprise.
 - C. they were afraid that he would be angry about the surprise.
29. Anna's dad cries when he hears his mother reading because
- A. he is very proud of her.
 - B. he is sad that he was not the one to teach her how to read..
 - C. he feels sad that she did not learn earlier.
30. Anna probably felt excited at her dad's birthday celebration because
- A. her birthday was coming soon.
 - B. she had learned how to read.
 - C. she had helped create a special gift for her dad.

31. The grandmother learned how to read because
- A. Anna needed someone to read to.
 - B. she needed to read for her job.
 - C. her son had been telling her to for a long time.
32. Why does grandmother not have second helpings of the birthday dinner?
- A. She is not very hungry.
 - B. She doesn't like the meal.
 - C. She is too nervous to eat.
33. An important lesson from this selection is
- A. working together people can do great things.
 - B. working together can make new jobs difficult to do.
 - C. learning to read isn't important.
34. At the end of the story, the listener probably expected the surprise to be
- A. that Anna had been taught how to read by the grandma.
 - B. that Sam had been taught how to read by the grandma.
 - C. that grandma had knitted a new scarf for dad.
35. By the end of the story, Grandma most likely
- A. was embarrassed that her son couldn't read.
 - B. felt proud of her grandson that he had learned how to read.
 - C. felt proud of herself that she had finally learned how to read.

3rd Grade – Working Together

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. C learned to know a neighbor in a new way.
2. B a paper people sign to show how they feel.
3. A work on the garden together.
4. C sad that the lot is so dirty and unused.
5. C fictional story.
6. B get permission to plant a garden on the empty lot.
7. A He missed the old building that he used to live in.
8. C By working together people can do good things.
9. C The garden has replaced a dirty, vacant lot.
10. C will remain close friends with Old Man Hammer.

11. C teamwork and survival.
12. B brother or sister.
13. C Matu.
14. B Norita.
15. C They supported each other constantly to stay alive.
16. A They had no food or drink.
17. C Stephen Tamwoy.
18. B She was trying to protect her family.
19. C they wanted to be rescued.
20. B Survival Skills.

21. B the main characters helped each other to reach their goals.
22. A *City Green* is fiction and *Castaways* is informative.
23. C teamwork is often needed in different life situations.
24. B Doing things together will help you reach your goals.
25. B dealt with the situation facing them together.

26. B worked with her grandma to teach her how to read.
27. C did not know that grandma was learning how to read.
28. A they wanted to save their surprise for last.
29. A he is very proud of her.
30. C she had helped create a special gift for her dad.
31. C her son had been telling her to for a long time.
32. C She is too nervous to eat.
33. A working together people can do great things.
34. A that Anna had been taught how to read by the grandma.
35. C felt proud of herself that she had finally learned how to read.