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ELA Grade 2: Writing a Narrative
Two Frogs

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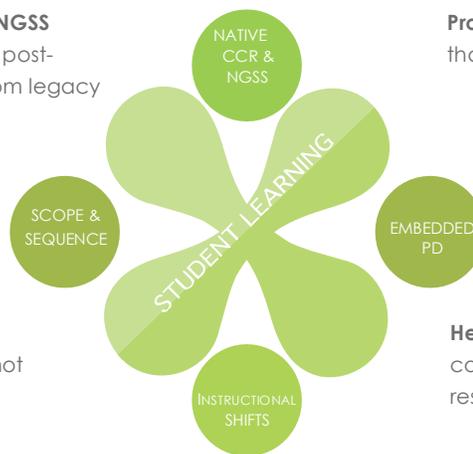
Content Bank for English/Language Arts and Math Grades 2 – High School	<ul style="list-style-type: none"> More than 36,000 items More 1500 complex texts, including authentic permissioned texts Includes Literacy in History, Social Science, Science, and Technical Subjects
Quick Checks for English/Language Arts and Math Grades 2 – High School	<ul style="list-style-type: none"> Fixed-form assessments with five to seven items including constructed response Key instructional concepts embedded in standards (clusters for Math, staircase of text complexity for ELA)
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Observational Tasks for English/Language Arts and Math Grades K - 1	<ul style="list-style-type: none"> Developmentally appropriate for individual students and small groups

Inspect Assessment Content is available through a variety of assessment administration and data analysis platforms.

Inspect assessment content offers these benefits:

Native college- and career-ready and NGSS content prepares students to meet their post-secondary goals. Content re-aligned from legacy standards cannot do this.

Content that addresses your scope and sequence so that your assessments do not waste valuable instruction time



Professional development embedded within content that

- shows the relationship between specific skills and higher-order thinking
- includes authentic, permissioned texts of appropriate complexity
- and documents student progress using DOK and learning progressions

Help for teachers addressing the instructional shifts with content that elicits evidence of learning from each response

CCR Performance Tasks

ELA Grade 2: Writing a Narrative

Two Frogs

Student Test Booklet

Name:

PART 1

Directions: Read the story “Two Frogs,” and then follow your teacher’s directions.

Two Frogs

Two frogs were happy living together in a swamp. One summer it became so hot that all the water in the swamp dried up. “What should we do?” asked the first frog, because frogs need to live in wet places.

“We need to find a new home,” said the second frog. They hopped out of the swamp and traveled a long way, but every place they looked was too dry for them.

At last they came to a deep well full of clean and cool water. “Look at that well!” said the first frog. “That would be a good place to live. Let’s jump in the well.”

“No!” said the second frog. “You have to look before you leap. If we jump in that well and it dries up like the swamp, we will never be able to get out of it! Let’s keep looking for a new home.” This is how the second frog showed that he was wiser than the first frog.

Option A

Directions: Read the story “Two Frogs.” Get ready to talk with your class about the story. Look at the following questions to prepare.

Where do the characters live at the beginning of the story?

Why do they need to move?

Why do they have trouble finding a new place to live?

Why does the first frog want to live in the well?

What does the second frog say about the well?

Option B

Directions: Read the story “Two Frogs” and complete the chart below.

Where do the characters live at the beginning of the story?

Why do they need to move?

Why do they have trouble finding a new place to live?

Why does the first frog want to live in the well?

What does the second frog say about the well?

PART 2

Directions: Reread the story “Two Frogs,” and then follow your teacher’s directions.

Option A

Directions: Reread the story “Two Frogs.” Get ready to talk with your class about the story. Look at the following questions to prepare.

What does “look before you leap” mean?

Is “look before you leap” the lesson of this story?

Describe another time when “look before you leap” would be a good saying to remember.

Option C

Directions: Think about what might happen next in the story of the two frogs. Use the space below to write an ending for the story.

A large rectangular box containing 18 horizontal lines for writing.

PART 3

Directions: Reread the story “Two Frogs,” and then follow your teacher’s directions.

Option A

Directions: Reread the story “Two Frogs.” Use the space below to write notes for the discussion.

Who will be in the story?

What will happen in the story?

1. First,

2. Next,

3. Next,

4. Last,

Who will learn the lesson in the story, and how?

PLANNING EXERCISE

Directions: For the extended response, you will write a story in which someone learns the lesson “look before you leap.” The story can be true or made up, and the characters can be people or animals.

As you plan your story, you should think about:

- What happens in the story;
- How you will describe what happens and how your characters feel and think about what happens;
- How you will show that one event follows another;
- How you will end the story.

Use the space below and on the next page to make notes that prepare you to write your story.

Notes

Notes

Lined writing area for a narrative.

CCR Performance Tasks

ELA Grade 2: Writing a Narrative

Two Frogs

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Two Frogs	Literary Text	164	640 L	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
Two Frogs	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 2.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the “Two Frogs” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE31: Grade 2 Writing a Narrative

DOK Level and Consortia Claims

DOK Level: 3

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
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Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
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PARCC claims

Primary claim

Sub Claim II.1: Written Expression —Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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Secondary claim

Sub Claim I.1: Reading Literature —Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Parts 1, 2, and 3
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Overview of Performance Task

MAJOR OBJECTIVE: Students will write narratives that convey lessons.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.

Grade 2: Writing a Narrative: “Two Frogs”

The passage and activities in this task focus on reading a narrative, describing its characters and events, and then producing a narrative on a similar theme.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the students write their own narratives.

TEACHER GUIDE

Part 1

CORE TASK

Read the passage “Two Frogs.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students complete their graphic organizers.

Option C

Students write about the passage.

Part 2**CORE TASK**

Reread the passage “Two Frogs.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students write about the passage.

Option C

Each student writes a short narrative to complete the story.

Part 3**CORE TASK**

Reread the passage “Two Frogs.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students plan situations for their stories.

Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 addresses the following general objective.

OBJECTIVE: Students will prepare for writing their own narratives by examining the way in which a story describes a sequence of events.

CORE TASK

Read part 1 of the passage.

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage in a class discussion.

Option B

Students complete graphic organizers based on the passage.

Option C

Students give written responses to a question about the passage.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Option A Option B
RL.2.3	Describe how characters in a story respond to major events and challenges.	Option A Option B Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Option A

PROCEDURE for Part 1

CORE TASK

Instruct students to reread the passage. Ask them to think about what happens in the story and how the characters react.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage.

Use the following questions to stimulate discussion.

Where do the characters live at the beginning of the story?

The characters live in a swamp.

Why do they need to move?

The swamp dried out because the summer was so hot.

Why do they have trouble finding a new place to live?

Everywhere they looked was also dry.

Why does the first frog want to live in the well?

The well was full of cool water.

What does the second frog say about the well?

He says that if they jumped in and the well dried up, they would not be able to get out again.

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is incorrect or irrelevant.

PROCEDURE for Part 1: Option B

Ask students to complete their graphic organizers. This activity can replace OPTION A.

PROCEDURE for Part 1: Option C

Tell the students to respond to the question in their student books.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' responses.

2 Point Response

Student will:

- Provide a complete description of why the first frog is wiser than the second frog.
The first frog wants to jump in the deep well; the second frog realizes that there would be no way out if the well dried up.

1 Point Response

Student will:

- Write a limited or minimal response.

0 Point Response

Student will provide no response, or the response is incorrect or irrelevant.

PART 2 Overview

Part 2 addresses the following general objective.

OBJECTIVE: Students will prepare for writing their own narratives by examining how a narrative conveys a lesson.

CORE TASK

Reread the passage.

In addition to the CORE TASK, select one or more of these options:

Option A

Students draw conclusions about the lesson in the passage in a class discussion.

Option B

Students give written responses to a question about the passage.

Option C

Students write short narratives to complete the story.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Option A Option B
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Option B
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Option A

PROCEDURE for Part 2

CORE TASK

Instruct students to reread the passage.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage.

Use the following questions to stimulate discussion.

What does “look before you leap” mean?

It means to think about doing something before you do it.

Is “look before you leap” the lesson of this story?

Yes; if the frogs hadn’t thought about jumping into the well they might have ended up stuck in the well.

Describe another time when “look before you leap” would be a good saying to remember.

Student answers will vary.

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students’ responses.

4 Point Response

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is incorrect or irrelevant.

PROCEDURE for Part 2: Option B

Ask students to follow the directions in their booklet. This activity can replace OPTION A.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' responses.

2 Point Response

Student will:

- Provide a correct answer for both questions.

The lesson in the story is "look before you leap." The first frog learns the lesson.

1 Point Response

Student will:

- Provide a correct answer for one question.

0 Point Response

Student will provide no response, or the response is incorrect or irrelevant.

PROCEDURE for Part 2: Option C

Ask students to follow the directions in their student booklets.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' responses.

2 Point Response

Student will:

- Write a narrative that provides logical closure to the story and includes details that describe the frogs' actions, thoughts, or feelings.

1 Point Response

Student will:

- Write a limited narrative that provides minimal closure to the story.

0 Point Response

Student will provide no response, or the response is incorrect or irrelevant.

PART 3 Overview

Part 3 addresses the following general objective.

OBJECTIVE: Students will demonstrate the ability to write narratives.

CORE TASK

Review the lesson of the story.

In addition to the CORE TASK, select one or more of these options and the Writing Prompt:

Option A

Students select situations for their stories.

Planning Exercise

Students plan their extended responses.

Extended Writing Prompt

Students write narratives.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Option A Option B Option C Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Option A

PROCEDURE for Part 3

CORE TASK

Review the meaning of “look before you leap.”

PROCEDURE for Part 3: Option A

Tell the students that they are going to write stories that teach the lesson “look before you leap.” The story can be about something that really happened or something they have made up; it can be about people or animals. To help them plan for the story, tell students to make notes about who will be in the story, what will happen to them, and who will learn the lesson.

You can discuss students’ notes individually or in small groups.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students’ responses.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 3: Planning Exercise

Tell students they now have a chance to plan their narratives. They should follow the directions in their booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Establish a clear sequence of events;
- Thoroughly use description to develop events and show characters' reactions and feelings;
- Provide effective closure to the story.

3 Point Response

Student will:

- Establish a sequence of events;
- Use description to develop events and show characters' reactions and feelings;
- Provide closure to the story.

2 Point Response

Student will:

- Establish a sequence of events, but the sequence may be unclear;
- Use some description to develop events or show characters' reactions and feelings;
- Provide some closure to the story, but the closure may be incomplete.

1 Point Response

Student will:

- Include one or more sentences about a character learning the lesson, but the narrative is minimal.

0 Point Response

- Student will provide no response, or the response is off topic.

OPTIONAL EXTENSION ACTIVITY for Part 3

W.3.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.