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**ELA Grade 2: Writing an Opinion
Is Pride Good or Bad?**

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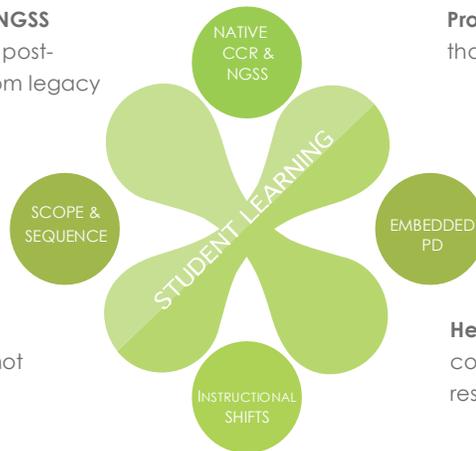
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- includes authentic, permissioned texts of appropriate complexity
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Help for teachers addressing the instructional shifts with content that elicits evidence of learning from each response

CCR Performance Tasks

ELA Grade 2: Writing an Opinion

Is Pride Good or Bad?

Student Test Booklet

Name:

PART 1

Directions: Read the fable, “The Mouse and the Elephant.” Follow your teacher’s directions and answer the questions in the test booklet.

The Mouse and the Elephant **A re-telling of Aesop’s fable**

¹ There was once a mouse who thought very much of himself. With his soft gray fur and long tail, the mouse thought he was too fine to live in the field with the other mice.

² One day, the mouse left the field. The road to the village was very long. But the mouse kept walking. As he walked, he thought about what a fine mouse he was.

³ Then the mouse saw a parade. He saw flags waving. He heard voices calling. He heard hands clapping. The parade came closer. In front of the crowd of people was the king. The king was riding on the back of a big elephant. Riding with the king was the royal cat.

⁴ The elephant wore gold ropes around its neck and a fine beautiful cloth on its back. A great crowd of people followed the elephant. The people talked about how fine and big the elephant was.

⁵ No one saw the mouse on the side of the road. This hurt the mouse’s feelings.

⁶ “Who cares about an elephant?” said the mouse. “Just because the elephant is big? What does that mean? What is an elephant next to me?”

⁷ Just then, the royal cat saw the mouse. The royal cat jumped down from the elephant’s back. The mouse ran as fast as his fine legs could carry him.

⁸ The royal cat chased the mouse down the road and all the way back into the fields. The mouse dived into a hole to hide. The hole was too small for the cat. The cat reached into the hole with her paw. But she could not reach far enough to catch the mouse.

⁹ Never again did the mouse say he was too fine for the field. He lived there with the other mice for the rest of his life.

OPTION A

Directions: Read the fable “The Mouse and the Elephant.” Get ready to talk with your class about the fable. Finish each of the sentences below.

1. In the beginning, the mouse thinks he is

2. At the end, the mouse thinks he is

3. The mouse changes because

4. The lesson the mouse learns is that

OPTION B

Directions: Read the fable “The Mouse and the Elephant.” Get ready to talk with your class about the fable. Answer each of the questions below.

1. What does the mouse think about himself in the beginning of the fable?

2. What does the mouse think when he sees the elephant?

3. What happens when the cat sees the mouse?

4. How does the mouse change by the end of the story?

5. What does the mouse learn in the story?

OPTION C

Directions: Get ready to tell a story about pride. Think about the following questions to help you prepare to tell your story.

Think about these questions:

- **Did you ever see or hear about someone being proud?**
- **Did that person ever learn a lesson?**
- **Did pride help that person?**
- **If it helped, how did pride help the person?**
- **If it did not help, why did pride not help the person?**

If you like, you can write some notes to get ready to tell your story.

NOTES

PART 2

Directions: Read the fable, “The Lion and the Mouse.” Follow your teacher’s directions and answer the questions in the test booklet.

The Lion and the Mouse A re-telling of Aesop’s fable

¹ Long ago, a lion walked in the gold grass of the plains. The lion had hunted all day and had eaten a fine meal. The lion found a place to rest. He lay down in the shade of a tree and went to sleep.

² A tiny mouse crept out from under a log. The mouse was young and curious. The mouse had heard of the great lion. But the mouse had never seen a lion so close. The lion’s fur was as thick and gold as the grass on the plains. The tiny mouse crept closer to the lion. The mouse crept so close that he could feel the lion’s warm breath as the lion lay sleeping.

³ Feeling very brave, the mouse crept over the lion’s paws. Suddenly, the lion woke up and gave a great roar.

⁴ The noise frightened the mouse so much that the mouse could not move.

⁵ “What!” cried the lion, and he picked up the mouse. The lion could not believe that a tiny mouse would dare wake him up.

⁶ The mouse begged the lion to let him go free.

⁷ “Why should I let you go?” asked the lion. “You are nothing but a small mouse! I am a great lion!”

⁸ “You are great and I am small,” said the mouse, “but maybe even a small mouse can help a great lion one day.”

⁹ The lion laughed very hard to think that a mouse could help a lion. “All right, tiny mouse,” said the lion. “I will let you go.” And so the lion lifted his great paw and let the mouse go free.

¹⁰ Many days later, as the lion walked in the gold grass of the plains, he stepped into a trap. A rope held the lion’s paw. The rope was strong and the lion could not break free.

¹¹ Along came the mouse.

¹² “Oh please, tiny mouse,” said the lion, who knew mice had sharp teeth. “Will you help me? I am tied up with this rope.”

¹³ In minutes, the mouse had chewed through the rope. The lion was free. “You may be tiny,” said the lion, “but you helped a great lion. I think you must be a great mouse.”

OPTION A

Directions: Read the fable “The Lion and the Mouse.” Get ready to talk with your class about the fable. Finish each of the sentences below.

1. The lion wakes up because

2. The lion lets the mouse go because

3. The lion asks the mouse for help because

4. The lesson the lion learns is that

OPTION B

Directions: Read the fable “The Lion and the Mouse.” Get ready to talk with your class about the fable. Answer each of the questions below.

1. How does the lion wake up?

2. Why does the lion let the mouse go?

3. Why does the lion ask the mouse for help?

4. What does the lion learn in the story?

OPTION C

Directions: Get ready to talk about the fable, “The Lion and the Mouse.” Think about the following questions to help you prepare to talk.

Think about these questions:

- **Do you think the lion was too proud? Why or why not?**

If you like, you can write some notes to help you get ready to talk about the fable.

NOTES

PART 3

Directions: Read the fables, “The Mouse and the Elephant” and “The Lion and the Mouse” again. Follow your teacher’s directions and answer the questions in the test booklet.

OPTION A

Directions: Read the fables, “The Mouse and the Elephant” and “The Lion and the Mouse” again. Get ready to talk with your class about the fables. Finish each of the sentences below.

1. In “The Mouse and the Elephant,” the mouse’s problem is that

2. The mouse changes his mind about himself because

3. In “The Lion and the Mouse,” the lion shows he is proud by

4. Later, the lion sees the mouse differently because

OPTION B

Directions: Read both fables again and think about these questions.

What is the main lesson in “The Mouse and the Elephant” and in “The Lion and the Mouse”?

Who learns the lesson in each fable?

Then write your answers in the chart.

	The Mouse and the Elephant	The Lion and the Mouse
What is the main lesson?		
Who learns the main lesson?		

A large rectangular box containing 20 horizontal lines for writing an opinion.

CCR Performance Tasks

ELA Grade 2: Writing an Opinion

Is Pride Good or Bad?

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
The Mouse and the Elephant	Literary Text	302	470 L	2	1	1	2
The Lion and the Mouse	Literary Text	367	600 L	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
The Mouse and the Elephant	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 2.
The Lion and the Mouse	<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 *Grade 2: Writing an Opinion: Is Pride Good or Bad?* 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

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

PTE5: Grade 2 Writing an Opinion

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

Major Claim II: Writing —Students write effectively when using and/or analyzing sources.

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 an extended response to a prompt that asks them to state an opinion about a reading passage and then provide support and a conclusion.

PRIMARY STANDARDS ALIGNMENT

Standard	Description
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
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 an Opinion: Is Pride Good or Bad?

Throughout history, people have told stories both to entertain and to teach lessons. An ancient Greek storyteller is credited with writing fables that were passed down and collected as Aesop’s fables. The fables often had animals as characters. The fables might be amusing, but they were also meant to teach people right ways of living and thinking.

Some of Aesop’s fables showed that too much pride was harmful. In “The Mouse and the Elephant,” an overly proud mouse compares himself to an elephant, but then learns his proper place in the world when a cat chases him. In “The Lion and the Mouse,” a lion must let go of his pride in order to ask a mouse to help him.

By reading and discussing the fables, the students are able to determine the themes of the fables, understand how the characters grow and change in response to the events in the fables, and then form an opinion based on what they read. These activities provide scaffolding for the major objective.

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, 2, and 3 lead to the major objective of the performance task: to have the student state and write about an opinion.

TEACHER GUIDE

Part 1

CORE TASK

Read the fable “The Mouse and the Elephant.”

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

Option A

Students discuss the fable.

Option B

Students respond to questions about the fable.

Option C

Students tell a story that is related to the theme of the fable.

Part 2**CORE TASK**

Read the fable “The Lion and the Mouse.”

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

Option A

Students discuss the fable.

Option B

Students respond to questions about the fable.

Option C

Students state and support an opinion about the fable.

Part 3**CORE TASK**

Reread the fable “The Elephant and the Mouse” and the fable “The Lion and the Mouse.”

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

Option A

Students discuss the fables.

Option B

Students complete a graphic organizer about the fables.

Extended Writing prompt

Students respond to the writing prompt by stating their opinions about pride, supporting their opinions with reasons, and providing a conclusion.

Part 1 Overview

Part 1 focuses on a retelling of Aesop’s fable “The Mouse and the Elephant” and addresses the following general objective.

OBJECTIVE

Student will determine the central theme of “The Mouse and the Elephant” and will understand how the characters respond to events in the fable.

CORE TASK

Read the fable “The Mouse and the Elephant.”

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

Option A

Students discuss the fable.

Option B

Students respond to questions about the fable.

Option C

Students tell a story that is related to the theme of the fable.

STANDARDS ALIGNMENT

The tasks in part 1 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.	Options A, B
RL.2.3	Describe how characters in a story respond to major events and challenges.	Options A, B

Secondary Standards Alignment

Standard ID	Standard Description	Where Addressed
SL2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Options B, C
SL2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Option C

PROCEDURE for Part 1**CORE TASK**

Provide students with a short introduction to the fable genre. Your introduction should include background information about fables:

- Since ancient times, people have told stories that teach a lesson.
- These stories are called fables.
- Fables often have animals as characters.
- In fables, the animals often act like people.
- A fable always teaches a lesson about how people should live or how they should think.

In addition, your introduction should include biographical information about Aesop:

- Aesop is said to have lived in ancient Greece over 2,000 years ago.
- Aesop was born a slave, but was eventually freed because his master admired his wisdom.
- Aesop traveled to different places and told stories wherever he went.
- A king was so impressed by Aesop that he gave Aesop a job and a home in the palace.
- Over the years, people retold Aesop's fables.

Inform students that this fable teaches a lesson. Instruct students to read the text.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Write notes on the board for students to see. You may wish to leave these notes on the board. The students may refer to the notes as needed as they progress through the activities.

Before the discussion, instruct students to finish the sentences about the story that are in the student document.

After all students have finished the sentences in the student document, use the following questions to stimulate discussion:

1. What does the mouse think about himself in the beginning of the fable?

Possible Response: *The mouse thinks he is very fine. He thinks he is better than the other mice.*

2. What does the mouse think when he sees the elephant?

Possible Response: *The mouse thinks he is better than the elephant.*

OR

Possible Response: *The mouse is jealous of the elephant. He thinks people should be looking at him.*

3. What happens when the cat sees the mouse?

Possible Response: *The cat chases the mouse back to the field.*

4. How does the mouse change by the end of the story?

Possible Response: *The mouse doesn't think he is better than the other mice anymore.*

5. What does the mouse learn in the story?

Possible Response: *The mouse learns not to see himself as better than others.*

OR

Possible Response: *The mouse learns that it's good to be a mouse and not to try to be something bigger than he is.*

NOTE: Students may offer varied interpretations of the lesson. Relevant, text-based interpretations are acceptable, even if these interpretations differ from the possible responses given.

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Offer questions and responses that indicate a thorough understanding of the fable.

3 Point Response

Student will:

- Participate in the discussion by asking relevant questions or contributing meaningful responses;
- Offer questions and responses that indicate a generally strong understanding of the fable with some gaps in understanding.

2 Point Response

Student will:

- Participate in the discussion by asking questions and/or contributing responses;
- Offer questions and/or responses that indicate a partial understanding of the fable.

1 Point Response

Student will:

- Fail to participate in the discussion in a meaningful way;
- Not offer questions or responses, or may offer questions or responses that indicate a lack of understanding of the fable.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Ask students to write short answers to the questions discussed in OPTION A. This activity can serve as a review of OPTION A or replace OPTION A.

1. What does the mouse think about himself in the beginning of the fable?
2. What does the mouse think when he sees the elephant?
3. What happens when the cat sees the mouse?
4. How does the mouse change by the end of the story?
5. What does the mouse learn in the story?

SCORING RUBRIC for Part 1: Option B

Use the following rubric to evaluate students' responses to the questions.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide an accurate, relevant, text-based answer to all questions.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a mostly accurate, relevant, text-based answer to at least 3 questions.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a partially accurate, text-based answer to at least 2 questions.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a mostly accurate, text-based answer to at least 1 question; OR • Quote text from the fable with minimal explanation.
<p>0 Point Response Student will provide no response, provide a response that is incorrect or irrelevant, or simply quote the fable with no explanation.</p>

PROCEDURE for Part 1: Option C

Ask students to tell a story related to the lesson of the fable. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 2-4 people. Each student should tell a story that is related to the lesson of the fable.

If students need assistance in thinking of a story, ask them to think about these questions:

- Did you ever see or hear about someone being proud?
- Did that person ever learn a lesson?
- Did pride help that person?
- If it helped, how did pride help the person?
- If it did not help, why did pride not help the person?

Give students time to prepare for telling their stories. These questions are printed in the student book. Students may use the space provided in the student books to write notes to help them prepare to tell their stories.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Tell a story that includes a main focus and relevant, well-chosen details in support;
- Speak in an audible and coherent manner.

3 Point Response

Student will:

- Tell a story that is mainly focused and mostly includes relevant, well-chosen details in support, but there may be some minor digression;
- Speak in a mostly audible and coherent manner, although the student may hesitate or stumble occasionally.

2 Point Response

Student will:

- Tell a story with a main focus but few details, or include relevant and irrelevant details;
- Speak inaudibly and without much coherence.

1 Point Response

Student will:

- Attempt to tell a story, but lack focus or offer a series of unconnected details.
- Speak inaudibly and without coherence.

0 Point Response

Student will not tell a story, or tell a story that is off topic or irrelevant, or simply read from existing text.

Part 2 Overview

Part 2 focuses on "The Lion and the Mouse" and addresses the following general objective.

OBJECTIVE: Student will determine the central theme of "The Lion and the Mouse" and will understand how the characters respond to events in the fable.

CORE TASK

Read the fable "The Lion and the Mouse."

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

Option A

Students discuss the fable.

Option B

Students respond to questions about the fable.

Option C

Students state and support an opinion about the fable.

STANDARDS ALIGNMENT

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

Primary Standards Alignment

Standard ID	Standard ID	Standard ID
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Options A, B
RL.2.3	Describe how characters in a story respond to major events and challenges.	Options A, B

Secondary Standards Alignment

Standard ID	Standard ID	Standard ID
SL2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Options B, C

PROCEDURE for Part 2

CORE TASK

Remind students of the following points made before part 1 about the fable genre:

- Fables are stories that teach some kind of lesson.
- Fables often have animal characters.
- In fables, even the animal characters act like people.

Instruct students to read the fable.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Write notes on the board for students to see. You may wish to leave these notes on the board. The students may refer to the notes as needed as they progress through the activities.

Before the discussion, instruct students to finish the sentences about the story that are in the student documents.

After all students have finished the sentences in the student documents, use the following questions to stimulate discussion:

1. How does the lion wake up?

Possible Response: *He feels the mouse climbing on his paws.*

2. Why does the lion let the mouse go?

Possible Response: *The lion thinks the mouse is funny because the mouse said it might be able to help the lion one day.*

3. Why does the lion ask the mouse for help?

Possible Response: *The lion is tied up with a rope, and he knows that the mouse can chew through the rope.*

4. What does the lion learn in the story?

Possible Response: *A small mouse can help a big lion.*

OR

Possible Response: *A big animal can be weak and need help from a small animal.*

NOTE: Students may offer varied interpretations of the lesson. Relevant, text-based interpretations are acceptable, even if these interpretations differ from the possible responses given.

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Offer questions and responses that indicate a thorough understanding of the fable.

3 Point Response

Student will:

- Participate in the discussion by asking relevant questions or contributing meaningful responses;
- Offer questions and responses that indicate a generally strong understanding of the fable with some gaps in understanding.

2 Point Response

Student will:

- Participate in the discussion by asking questions and/or contributing responses;
- Offer questions and/or responses that indicate a partial understanding of the fable.

1 Point Response

Student will:

- Fail to participate in the discussion in a meaningful way;
- Not offer questions or responses, or offer questions or responses that indicate a lack of understanding of the fable.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Ask students to write short answers to the questions discussed in OPTION A. This activity can serve as a review of OPTION A or can replace OPTION A.

1. How does the lion wake up?
2. Why does the lion let the mouse go?
3. Why does the lion ask the mouse for help?
4. What does the lion learn in the story?

NOTE: Students may offer varied interpretations of the lesson. Relevant, text-based interpretations are acceptable, even if these interpretations differ from the possible responses given.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' responses to the questions.

4 Point Response

Student will:

- Provide an accurate, relevant, text-based answer to all questions.

3 Point Response

Student will:

- Provide a mostly accurate, relevant, text-based answer to at least 3 questions.

2 Point Response

Student will:

- Provide a partially accurate, text-based answer to at least 2 questions.

1 Point Response

Student will:

- Provide a mostly accurate, text-based answer to at least 1 question;
OR
- Quote text from the fable with minimal explanation.

0 Point Response

Student will provide no response, provide a response that is incorrect or irrelevant, or simply quote the fable with no explanation.

PROCEDURE for Part 2: Option C

Ask students to state and support an opinion related to the lesson of the fable. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 2-4 people. The students should each state and support an opinion related to the lesson of the fable.

Ask the students to discuss this question in pairs or groups:

Do you think the lion was too proud? Why or why not?

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Offer questions and responses that indicate a thorough understanding of the fable.

3 Point Response

Student will:

- Participate in the discussion by asking relevant questions or contributing meaningful responses;
- Offer questions and responses that indicate a generally strong understanding of the fable with some gaps in understanding.

2 Point Response

Student will:

- Participate in the discussion by asking questions and/or contributing responses;
- Offer questions and/or responses that indicate a partial understanding of the fable.

1 Point Response

Student will:

- Fail to participate in the discussion in a meaningful way;
- Not offer questions or responses, or offer questions or responses that indicate a lack of understanding of the fable.

0 Point Response

Student provides no response, or the response is off topic.

Part 3 Overview

Part 3 focuses on the fables “The Mouse and the Elephant” and “The Lion and the Mouse,” and addresses the following general objective.

OBJECTIVE

Student will determine the central ideas of the fables and describe how the characters respond to events in the fables.

CORE TASK

Reread the fable “The Elephant and the Mouse” and the fable “The Lion and the Mouse.”

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

Option A

Students discuss the fables.

Option B

Students complete a graphic organizer about the fables.

Writing prompt

All students respond to the writing prompt by stating their opinions about pride, supporting their opinions with reasons, and providing a conclusion.

STANDARDS ALIGNMENT

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

Primary Standards Alignment

Standard ID	Standard ID	Standard ID
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Options A, B
RL.2.3	Describe how characters in a story respond to major events and challenges.	Options A, B
W.2.2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Extended Writing Prompt

PROCEDURE for Part 3

CORE TASK

Instruct students to reread the fables.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the role of pride in the fables. Write notes on the board for students to see. You may wish to leave these notes on the board. The students may refer to the notes as needed as they progress through the activities.

Organize a classroom discussion about the texts. Write notes on the board for students to see. You may wish to leave these notes on the board. The students may refer to the notes as needed as they progress through the activities.

Before the discussion, instruct students to finish the sentences about the stories that are in the student documents.

After all students have finished the sentences in the student documents, use the following questions to stimulate discussion:

1. In “The Mouse and the Elephant,” what causes problems for the mouse?

Possible Response: *The mouse’s pride, because he thinks he is too good for the field, so he goes out into the world and then gets chased by a cat.*

2. What changes the mouse’s view of himself?

Possible Response: *A cat chases him, and he realizes he is just a mouse and that he is not as great as an elephant. He is just like all the other mice.*

3. How does the lion show that he is proud in “The Lion and the Mouse”?

Possible Response: *The lion thinks he is so great that a little mouse could never help him.*

4. What makes the lion see the mouse differently?

Possible Response: *He is tied up, and he needs the mouse to help him so he can get free.*

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Offer questions and responses that indicate a thorough understanding of the fable.

3 Point Response

Student will:

- Participate in the discussion by asking relevant questions or contributing meaningful responses;
- Offer questions and responses that indicate a generally strong understanding of the fable with some gaps in understanding.

2 Point Response

Student will:

- Participate in the discussion by asking questions and/or contributing responses;
- Offer questions and/or responses that indicate a partial understanding of the fable.

1 Point Response

Student will:

- Fail to participate in the discussion in a meaningful way;
- Not offer questions or responses, or offer questions or responses that indicate a lack of understanding of the fable.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Ask students to reread the fables and then to complete the organizer.

Possible student responses:

	The Mouse and the Elephant	The Lion and the Mouse
What is the main lesson?	<i>Don't think you are more important than you are.</i>	<i>Even important people need help sometimes.</i>
Who learns the main lesson?	<i>The mouse</i>	<i>The lion</i>

NOTE: Students may offer varied interpretations of the lessons. Relevant, text-based interpretations are acceptable, even if these interpretations differ from the possible responses given.

PROCEDURE for Part 3: Extended Writing Prompt

(THE STUDENT BOOK STATES, "Reread the fables. Do you think pride is good or bad? Write what you think about pride. Use reasons from the fables to explain your answer.")

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:

- Clearly state an opinion about pride;
- Give relevant, text-based reasons to support the opinion;
- Use linking words (such as because, and, or also);
- Include a concluding section.

3 Point Response

Student will:

- State an opinion about pride;
- Give text-based reasons to support the opinion;
- Not use linking words (such as because, and, or also);
- Not include a concluding section.

2 Point Response

Student will:

- Attempt to state an opinion about pride;
- Give reasons to support the opinion which may or may not be text-based; Not use linking words (such as because, and, or also);
- Not include a concluding section.

1 Point Response

Student will:

- Provide a vague or minimal statement with little or no support.

0 Point Response

Student provides no response, quotes directly from the text with no opinion, or provides a response that is irrelevant or off topic.

OPTIONAL EXTENSION ACTIVITIES for Part 3

2W.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.