



INSTRUCTIONAL EXCELLENCE

Handouts and Assessments

Grade 2: English/Language Arts

Unit 2: Lessons Learned

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Using this Resource

The provided handouts and assessments are resources to be used either in conjunction with the included Model Lessons, or as examples for monitoring students' progress with the unit-specific standards. While this resource is intended to provide suggestions, individual teachers should use their own discretion when choosing educational resources or designing assessments based on student needs.

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My Name: _____

Date: _____

Peer's Name: _____

ML #1 Fable Writing Checklist

(CCSS W.3, L.2)

Directions:

Read over the checklist. Place a  in the correct column below.

Read over your work. Did you ...	Self-Check	Peer-Check
Write an opening sentence that introduces the characters and the setting? (W.3)		
Identify an event or situation? (W.3)		
Identify the problem? (W.3)		
Sequence the events in a logical order using temporal words? (W.3, RL.5, RL.2)		
Include details that personalize the experience (e.g., thoughts, actions, feelings)? (W.3, L.6)		
Write a concluding sentence that brings resolution to the story (closure)? (W.3)		
End the fable with a moral that matches the story? (RL.2, W.3)		
Capitalize the beginning of your sentences and important words? (L.2)		
Use correct punctuation at the end of your sentences? (W.3)		
Write legibly? (W.3)		
Include an illustration that matches your writing? (W.3)		

Student's Name: _____

Date: _____

ML #1 Fable Writing Rubric

(CCSS RL.2, W.3, L.2)

Learning Targets Based on Standards	1	2	3	4	Comments/Evidence
Reading Literature: Identify and explain the elements of a story. (RL.2)					
Writing: Identify an event or situation (setting). (W.3)					
Identify characters and the problem. (W.3)					
Sequence the events in a logical order (beginning, middle and end). (W.3)					
Apply knowledge of story structure (characters, setting, plot and moral). (W.3)					
Use knowledge of language conventions when writing. (W.3)					
Apply the revision and editing stages of the writing process. (W.3)					
Language: Demonstrate correct capitalization and use of learned spelling patterns when writing. (L.2)					

Assessment Score Key

1 = Does Not Meet Expectations, **2** = Inconsistently Meets Expectations,
3 = Consistently Meets Expectations, **4** = Consistently Exceeds Expectations

Name: _____

Date: _____

ML #1 Planning a Fable

Choose a **moral** from the list of suggestions:

Choose and draw two **characters** for your fable (one “good” and one “bad”):

Name:	
Character traits:	
Name:	
Character traits:	

Choose and draw a **setting** for your fable (may include the location, season or time of day):

Choose a title for your fable (ex.: The _____ and the _____):

Name: _____

Date: _____

ML #1 Moral Reference Sheet

Select a moral for your fable:	<input checked="" type="checkbox"/>
Slow and steady wins the race.	<input type="checkbox"/>
Beauty is only skin-deep.	<input type="checkbox"/>
Do not attempt too much at once.	<input type="checkbox"/>
Little friends may prove great friends.	<input type="checkbox"/>
It is best to prepare for the days of necessity.	<input type="checkbox"/>
Little by little does the trick.	<input type="checkbox"/>
You can't please everybody.	<input type="checkbox"/>
Do unto others as you would have them do unto you.	<input type="checkbox"/>
Look before you leap.	<input type="checkbox"/>
Honesty is the best policy.	<input type="checkbox"/>
There is no believing a liar, even when he speaks the truth.	<input type="checkbox"/>
One good turn deserves another.	<input type="checkbox"/>
He who plays a trick must be prepared to take a joke.	<input type="checkbox"/>
Enemies' promises were made to be broken.	<input type="checkbox"/>
Do not count your chickens before they are hatched.	<input type="checkbox"/>
An act of kindness is a good investment.	<input type="checkbox"/>
Don't bite the hand that feeds you.	<input type="checkbox"/>
Let well enough alone.	<input type="checkbox"/>
Flatterers are not to be trusted.	<input type="checkbox"/>

ADDITIONAL IDEAS: _____

Name: _____

Date: _____

ML #1 Storyboard Planner

Plan out your fable using pictures and words, using as many of the squares as you need:

Introduce the characters and setting:	Introduce the problem:	Event:	Event:
Event:	Event:	Event:	Moral:

Student's Name: _____

Date: _____

ML #2 Point of View Rubric

(CCSS RL.6, W.1, SL.1)

Learning Targets Based on Standards	Level of Learning (1,2,3,4)	Comments/Evidence
Reading Literature: Compare and contrast differing points of view of characters in a story. (RL.6)		
Writing: Form an opinion based on prior knowledge and information provided. (W.1)		
Writing: Generate reasons to support an opinion using facts, details or text references. (W.1)		
Writing: Use reflexive pronouns (e.g., myself, ourselves), produce complete simple and compound sentences, and use knowledge of language conventions when writing. (W.1)		
Writing: Identify and explain relationships between ideas (e.g., cause/effect, examples), and use appropriate vocabulary to connect opinions and reasons. (W.1)		
Writing: Apply the revision and editing stages of the writing process. (W.1)		
Speaking and Listening: Participate in group discussions on a variety of topics. (SL.1)		

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3 = Consistently Meets Expectations, **4** = Consistently Exceeds Expectations

Student's Name: _____

Date: _____

ML #3 Word Wall Rubric

(CCSS RF.3, RF.4, L.1, L.2, L.4)

(1 of 2)

Reading Foundational Skills	Learning Targets Based on Standards	Level of Learning (1,2,3,4)	Comments/Evidence of Learning
	Identify and apply vowel patterns to read words, such as CVC, CVCE and CVVC. (RF.3)		
	Identify and apply vowel pronunciation rules to read words, such as CVC, CVCE and CVVC. (RF.3)		
	Recognize and define base words. (RF.3 and L.4)		
	Identify and define common prefixes and suffixes. (RF.3 and L.4)		
	Blend parts to read words and describe how the affix affects the word meaning. (RF.3 and L.4)		
	Identify and apply the rules for sound-spelling correspondences, including exceptions. (RF.3)		
	Apply a variety of strategies to increase the number of grade-appropriate sight words/high frequency words that can be read. (RF.3)		
	Apply a variety of decoding strategies to read grade-level text. (RF.4)		
	Read on-level sight words/high frequency words in isolation and in context with automaticity. (RF.4)		
	Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. (RF.4)		
	Demonstrate a conceptual understanding of new words by, e.g., classifying and categorizing them into groups and identifying antonyms, synonyms and homophones. (RF.4)		
	Use context cues, sentence structure and visual clues to guide self-correction. (RF.4)		

Assessment Score Key

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3 = Consistently Meets Expectations, 4 = Consistently Exceeds Expectations

	Learning Targets Based on Standards	Level of Learning (1,2,3,4)	Comments/Evidence of Learning
Language Skills	Distinguish between a sentence and a fragment. (L.1)		
	Distinguish between declarative, interrogative, imperative and exclamatory sentences. (L.1)		
	Produce simple and compound sentences independently or in response to prompts. (L.1)		
	Strengthen writing by using learned parts of speech to expand sentences. (L.1)		
	Identify common spelling patterns. Demonstrate use of learned spelling patterns when writing. (L.2)		
	Apply alphabet knowledge to use beginning dictionaries to check and correct spelling. (L.2)		
	Discuss words and word meanings as they are encountered. Access prior knowledge to help determine or clarify the meaning of a word or phrase. (L.4)		
	Identify common prefixes and their meaning. Use meaning or known words and prefixes to explain the meaning of new words. (L.4)		
	Identify compound words presented orally and in a variety of texts. (L.4)		
	Combine meanings of individual words to determine meaning of new compound words. (L.4)		
	Use compound words orally and in writing. (L.4)		
	Strengthen writing by using glossaries and beginning dictionaries to determine word choice. (L.4)		

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3 = Consistently Meets Expectations, **4** = Consistently Exceeds Expectations

Student's Name: _____

Date: _____

ML #3 Word Wall Sentence Rubric

(CCSS RF.3, RF.4, L.1, L.2)

The student, _____,	Level of Learning	Comments/Date Observed
Applies a variety of strategies to increase the number of grade-appropriate sight words/high frequency words that can be read. (RF.3)		
Uses prior knowledge and experiences to confirm or self-correct word recognition and understanding. (RF.4)		
Distinguishes between declarative, interrogative, imperative and exclamatory sentences. (L.1)		
Produces simple and compound sentences independently or in response to prompts. (L.1)		
Strengthens writing by using reference materials (including the Word Wall and spelling journals). (L.2)		
Identifies and demonstrates use of learned spelling patterns when writing. (L.2)		

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