3rd Grade Opinion **MPI- Reading**

**GRADE: 3**

**ELD STANDARD: Language of Language Arts EXAMPLE TOPIC: Reading opinion piece \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONNECTION: MA Curriculum Frameworks Reading Standards for Informational Text Pre-k-5 Grade 3 #:** Distinguish their own point of view from that of the author of a text.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Reading a peer’s opinion piece.

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| **COGNITIVE FUNCTION: Students at all levels of English Language proficiency will evaluate the opinion of a text.** | | | | | | |
| **DOMAIN: \_Reading\_** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Identify opinion of the author using visuals, teacher and peer support, L1, preview vocabulary and topic.  Ex. After reading with supports, student is given two visuals (Picture of Dog with smiley face/Picture of Cat with sad face) student chooses correct opinion. Student uses I agree/disagree hand gesture. | Identify opinion of the author and own opinion using visuals, teacher and peer support and preview of vocabulary and topic.  Ex. Student can point to correct opinion sentence given two options (Dogs are the best/Cats are the best). Student uses I agree/disagree hand gesture. | Decide an opinion based on details from text using visuals, teacher and peer support and preview of vocabulary and topic.  Ex. Student can find a sentence in the text stating author’s opinion or restates aloud author’s opinion and uses agree/disagree hand gesture or states preference. | Formulate an opinion with supporting details using teacher and peer support.  Ex. Student points to/highlights sentence in text stating author’s opinion and piece of evidence or restates it aloud. Student uses hand gesture or states aloud preference. | Formulate an opinion with supporting details using peer support.  Ex. Student finds sentence in text stating author’s opinion and 2-3 pieces of evidence or restates it. Student uses hand gesture or states aloud preference. |
| **TOPIC-RELATED LANGUAGE: Students at all levels of English Language proficiency interact with grade level words and expressions such as: linking words and phrases, introductory and concluding statements, and definitions.** | | | | | | |