3rd grade ELA unit – Traditional literature

**GRADE: 3**

**ELD STANDARD: Language of Language Arts EXAMPLE TOPIC: Traditional literature**

|  |
| --- |
| **CONNECTION: MA Frameworks Reading Literature #2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Reading traditional literature

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION: Students at all levels of English Language proficiency will identify the central message in a story and be able to support their decisions with details.** | | | | | | |
| **DOMAIN: Reading** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Describe the central message of the story and support their description with details from the text with L1, visual, graphic, partner and teacher supports.  Example: Student identifies (or creates) an illustration with the central message of the story. | Express the central message of the story and support their expression with details from the text with visual, graphic, partner and teacher supports.  Example: Student tells the central message referring to an illustration. “Turtle won the race. He no stop.” | Report the central message of the story and support their decision with details from the text with visual, graphic, partner and teacher supports.  Example: Student tells the central message referring to an illustration. “The turtle never stopped, so he won the race even though the rabbit was faster.” | Infer the central message of the story and support their inference with details from the text with graphic, partner and teacher supports.  Example: Student tells the central message referring to an illustration. The explanation should be several sentences long and reference the text. | Infer the central message of the story and support their inference with details from the text with graphic and partner supports.  Example: Student tells the central message referring to an illustration. The explanation should be more than a paragraph long, and reference the text. |
| **TOPIC-RELATED LANGUAGE: Students at all levels of English Language proficiency interact with grade level words and expressions related to traditional literature such as: fairy tale, fable, folktale, myth, legend, moral, hero, natural phenomena, characters, setting, mood.** | | | | | | |