




LITERACY DESIGN  
COLLABORATIVE

# 3rd Grade ELA Anchor Module - Quarter 3 (R2/R6)

## Overview

| GRADES | DISCIPLINE  | COURSE   | PACING  |
|--------|---|--|---|
| 3      |  ELA |  Literature |  N/A |

### Description for Teachers

This is a module from the LDC Real Works Curriculum ©. Each LDC Real Works module is made up of:

- 1. A rigorous, standards-aligned **performance task** in which students produce authentic, discipline-specific writing in response to reading complex, authentic texts.
  - Each task includes an aligned, standards-driven **rubric** (validated by SCALE) used for scoring the resulting student work and for providing feedback to students.
- 2. An **instructional plan** (ranging from one-to-three weeks in length) that aids the teacher in carefully scaffolding the work of the performance task, while also providing formative assessment opportunities.
  - Each instructional plan includes all student handouts and other resources that are needed.

In an ideal LDC Real Works implementation, all K-12 students complete 3-4 modules in each primary discipline—ELA, Science, and Social Studies—each year. This dosage ensures that they get sufficient practice on and are sufficiently assessed on the most important reading and writing standards across the disciplines as they progress from grade-to-grade, while also ensuring they get deeply and consistently exposed to authentic disciplinary texts and writing products.

This kind of implementation also provides a great deal of cross-discipline and cross-grade alignment to teachers, which helps schools and districts to provide consistency with respect to professional development, curriculum planning, and student work analysis.

A full LDC Real Works implementation can fit into existing curriculum maps, greatly improving them. Each LDC Real Works module is an important "anchor" within a larger curriculum.

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In this module, students will be supported in understanding how point of view or purpose shapes central ideas. In order to develop this understanding within the ELA discipline, students will read "The Grasshopper and the Ants" and then write a **literary analysis**. In a literary analysis, writers closely examine a text to see how an author uses literary devices to reveal aspects of the human condition or experience. In this module, students will analyze an example of this product before writing their own.

### Description for Students

Students, the purpose of this module is to give you time and practice analyzing a fable, which is a common practice in the study of literature. A literary analysis is a particular structure for writing about literature. In a literary analysis, we closely

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examine how an author uses literary devices like point of view to reveal important messages. That's what you will do in your final product for this task--analyze and critique points of view on a central message in a fable.

# Assignment

## Focus Standards

***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

**RL.3.6**

**Focus**

Distinguish their own point of view from that of the narrator or those of the characters.

**RL.3.2**

**Focus**

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.

**W.3.1**

**Focus**

Write opinion pieces on topics or texts, supporting a point of view with reasons.

## Task

### ***Task Template A7 - Argumentation***

After reading *The Grasshopper and the Ants*, write a literary analysis in which you critique the main characters' points of view on a central message in the story and distinguish your point of view from that of the characters. Support your position with evidence from the text/s. Include a recounting of key details from the story in your response.

**2019 - STUDENT WORK RUBRIC - OPINION TASK - GRADE 3**

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| Scoring Elements                                    | Emerging   |     | Approaches Expectations  |     | Meets Expectations   |     | Advanced  |
|---|--|-----|--|-----|--|-----|---|
|   | 1  | 1.5 | 2  | 2.5 | 3  | 3.5 | 4   |
| <b>Topic / Opinion</b>                              | Response is off-topic or opinion is unclear.                     |     | Introduces the topic and a <b>clear</b> opinion, with an <b>inconsistent focus</b> on the opinion.   |     | Introduces the topic and a clear opinion, <b>maintaining a focus</b> on the opinion.   |     | Introduces the topic and a <b>clear</b> opinion, maintaining a <b>consistent</b> focus on the opinion.  |
| <b>Use of Sources</b>                               | Includes no details from sources related to the topic or prompt. |     | Includes <b>few</b> details from sources related to the topic or prompt.   |     | Includes <b>details</b> from sources related to the topic <b>and</b> prompt.   |     | Includes <b>well-chosen</b> details from sources related to the topic and prompt.   |
| <b>Development</b>                                  | Repeats opinion with no reasons.                                 |     | Includes <b>minimal</b> reasons related to the opinion, <b>or not all reasons are relevant or supportive</b> .   |     | Includes <b>relevant</b> reasons that support the opinion.   |     | <b>Explains</b> relevant reasons <b>and details</b> that support the opinion.   |
| <b>Organization</b>                                 | Sentences are out of logical order or lack an evident structure. |     | <b>Sequences sentences to state an opinion, supply reasons for the opinion, and provide a concluding statement. Uses simple linking words/phrases</b> (e.g., because, and, also) <b>to connect opinion and reasons</b> . |     | Sequences sentences <b>to introduce the topic</b> , state an opinion, supply reasons for the opinion, and provide a concluding statement <b>or section</b> . Uses linking words/phrases (e.g., because, <b>therefore, since, for example</b> ) to connect opinion and reasons. |     | Sequences sentences and organizes writing in <b>paragraphs or sections</b> that introduce the topic, state an opinion, supply reasons for the opinion, and provide a concluding statement or section. <b>Consistently</b> uses linking words/phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. |
| <b>RL.3.6: Distinguish Different Points of View</b> | <b>Identifies</b> own point of view.                             |     | <b>Describes</b> own point of view.  |     | <b>Generally</b> distinguishes own point of view from those of the narrator or characters.   |     | <b>Explains</b> distinction between own point of view and those of the narrator or characters.  |
| <b>RL.3.2: Recount Stories with Central Message</b> | Recounts stories using minor details in the text.                |     | Recounts stories and <b>conveys</b> their central message, lesson, or moral through minor details in the text.   |     | Recounts stories and <b>explains</b> their central message, lesson, making connections to <b>key</b> details in the text.  |     | <b>Precisely</b> recounts stories and demonstrates <b>how</b> their central message, lesson, or moral <b>is conveyed through</b> key details in the text.   |

# Resources

## Texts

[The Grasshopper and the Ants Text](#)

## Teacher Resources

[2019 - Student Work Rubric - Opinion Task - Grade 3](#)

[Full Instructional Plan](#)

## Student Handouts

[PRO 3rd Grade ELA Anchor Module - Quarter 3](#) (all student handouts in one document)

## Scored Samples of Student Work

*None*