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| Theme + Central Ideas (Lit 2, Inform 2) |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | **Students demonstrate they have the ability to:*** Explain how the central message, lesson, or moral of fables, folktales, and myths from diverse cultures is conveyed through key details in a text (RL.3.2)
* Determine the main idea of a text. (RI.3.2)
* Explain how student-recounted key details support the main idea**.** (RI.3.2)
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| 2 | **Students will recognize or recall specific vocabulary, such as:*** Main idea, convey, culture, detail, diverse, fable, folktale, lesson, message, moral, myth, support

**Students demonstrate they have developed the ability to:*** Recount stories, including fables, folktales, and myths from diverse cultures
* Determine the central message, lesson, or moral of fables, folktales and myths from diverse cultures
* Recount the key detailsthat support a teacher-provided main idea of a text
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| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

**Item Bank:**

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| **Level 3** |
| Using the text, how do you know what the central (message, moral, lesson) of the story is?  | List key details and tell how they support the main idea? | What lesson did the character learn? Support your answer with evidence from the text.  |
| Summarize the text. | What is the main idea and what are the key details that helped you determine it? | What details and facts from the text would you include when summarizing what the text is about? |
| **Level 2** |
| What is the (moral, lesson, message) of the story?*MULTIPLE CHOICE* | Which place in the text shows where the character learned a lesson?*MULTIPLE CHOICE* | What does the author want the main character to understand in this story?*MULTIPLE CHOICE* |
| Which sentence does not support the main idea?*MULTIPLE CHOICE* | The main idea of the text is \_\_\_\_\_\_ which one is a detail to support it? *MULTIPLE CHOICE* |  |