

Grade 3 Reading Unit 4 Making Inferences - Theme and Figurative Language

Content Area: **Reading**
Course(s): **Reading 3, Generic Course**
Time Period: **Marking Period 2**
Length: **Dec - Jan**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can readers determine the theme of a story?
- How can reading strategies be used in thinking about the text and making connections beyond the test?
- How do readers determine the theme of a poem?
- How does a reader determine the theme of a play?
- How does poetry convey strong feelings?

- How is language used in poetry?
- What are the characteristics of a play?
- What are the characteristics of a poem?
- What is the purpose of using figurative language in literature?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Authors portray issues facing young people today.
- Figurative language can be used to develop and add details to story elements.
- Good readers use multiple comprehension strategies to make text personally relevant.
- Plays have features (scenes, stage directions, italics) that help the reader comprehend the story.
- Poetry may be fiction or nonfiction and can take many forms (free verse, narrative, lyric, haiku...)
- Poetry uses special language to create images, inspire thought, and evoke emotions.
- The theme or main idea involves social issues or may be universal (pertaining to or felt by all people) dealing with human values, emotions, or motivation.

Content

The students will be able to:

- Identify and analyze theme in fables, poems, and plays
- Use a variety of reading strategies to aid in reading comprehension and analytical thinking
- Identify common themes in literature
- Identify similes, metaphors, and personification and explain their meaning
- Identify emotions invoked by poems
- recognize lines and stanzas
- recognize significance of titles in plays
- Read plays with fluency and enthusiasm
- Use reading strategies to comprehend plays

Resources

Mentor Texts

- Collection of Aesop's Fables
- Poems
- Reader's Theater

Assessments

- Anecdotal notes
- Graphic Organizers

- Rubrics