

Grade 3 Reading Unit 5 Understanding Text Structures

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

Established Goals/Standards

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

LA.RI.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.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Essential Questions

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

- How can distinguishing between fact and opinion help a reader better understand the text?
- How can readers identify the main idea and supporting details?
- How do readers determine the author's purpose for writing?
- How does identifying text structure in informational text help readers better understand the text?
- What are the five nonfiction text structures?
- What signal words help readers determine a text structure?

Enduring Understanding

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

- Determining the author's point of view on a topic helps students to form their own opinions and views.
- Identifying text structure can help readers understand a text.
- Identifying the main idea and supporting details help readers retell the information in their own words and enhances comprehension.
- Signal words help readers identify text structure.

Content

The students will be able to:

- read accurately with proper prosody
- apply knowledge of word meanings and context clues
- Identify main idea and supporting details in a passage
- Identify cause and effect, compare and contrast, description, problem and solution, and sequencing text structure
- Use GO to enhance comprehension
- Use nonfiction reading strategies
- Read non-narrative text
- Use text features to enhance comprehension

Resources

Mentor text

- Planets in the Solar System (article)
- Meerkats (article)
- One Hump or Two, Magician of the Sea (superteacherworksheets)
- Planets in Our Solar System (treasures textbook)
- Text Structure diagram
- The James River Ferry (article)
- The Flooded City (article)

Assessments

- Anecdotal Notes
- Graphic Organizers
- Rubrics

