

Grade 3 Reading Unit 7 Intertextuality

Content Area: **Reading**
Course(s): **Reading 3, Generic Course**
Time Period: **Marking Period 4**
Length: **May**
Status: **Published**

Established Goals/Standards

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

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.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
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.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
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.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
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.

Essential Questions

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

- How can readers find the theme of a story?
- How do characters' actions throughout the story lead to common themes?
- What are common themes found in literature.
- What commonalities can be found in books written by the same author?

Enduring Understanding

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

- An author writes to entertain, inform, and persuade. Knowing the author's purpose for writing helps readers evaluate and understand what they read. Identifying the genre, finding examples of facts, and using information from the illustrations help readers determine the author's purpose for writing.
- Good readers use multiple comprehension strategies to make text personal and relevant.
- Good readers use context clues and prior knowledge to understand the meaning of unknown words.
- Readers can make inferences about characters and compare and contrast characters' actions and feelings while reading to enhance comprehension.
- The theme or main idea involves social issues or may be universal (pertaining to or felt by all people) dealing with right and wrong.

Content

The students will be able to:

- Identify the theme in a stories, plays, and poems
- Explain how a characters' actions contribute to the theme
- Compare and contrast themes, settings, and plots of stories written by the same author
- Use a variety of reading strategies to aid in reading comprehension.
- Read grade appropriate texts

Resources

Mentor Texts

- Victory (poem)
- Mr. Nobody (poem)
- Molly Lou Melon
- Brave Irene
- Harriet Tubman (poem)

Assessments

- A Once in a Lifetime Experience
- World's Greatest Robot

