

# Grade 3 Reading Unit 8 Synthesizing

Content Area: **Reading**  
Course(s): **Reading 3**  
Time Period: **Marking Period 4**  
Length: **June**  
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.3.7	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.

## Essential Questions

---

- How can reading strategies be used in thinking about the text and making connections beyond the text?
- How do reader's determine the theme of a story?
- How does an author's work help develop understanding of literary elements?
- 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 (friendship, bullying, moral values, etc.).
- Characters are well developed and realistically portrayed.
- Figurative language can be used to develop and add detail to story elements.
- Good readers are constantly reflecting on their reading with anecdotal notes to get a deeper understanding of the text.
- Good readers use multiple comprehension strategies to make text personally relevant and useful.

These strategies include: making connections (text to text, text to world, text to self), questioning, visualizing, making inferences, determining importance, and synthesizing.

- Setting portrays an appropriate time and place, that connects to the story plot.
- Story plots must contain a conflict that is resolved by the end of the story.
- The theme or main idea involves social and political issues, or the theme may be universal (pertaining to or felt by all people) dealing with human values, emotion, and motivation.

## **Content**

---

### **Students will be able to:**

- Identify the story elements
- Describe characters in multiple ways. (what they do, what they say, what others say about them, how they change, their motivation)
- Identify and analyze theme
- Use a variety of reading strategies to aid in reading comprehension and analytically thinking
- Identify how author uses language to create a story and characters that young people can relate to
- Use context clues to understand new words
- Identify similes, metaphors, and personification and explain their meaning

## **Resources**

---

### Menor Texts

- Memory String
- The Sweetest Fig
- Pippi Longstocking