

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