

# Grade 3 Reading Unit 6 Determining Importance

Content Area: **Reading**  
Course(s): **Reading 3, Generic Course**  
Time Period: **Marking Period 3**  
Length: **March/April**  
Status: **Published**

## Established Goals/Standards

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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.3.3	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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

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

- How can a reader respond to reading keeping the same point of view or changing to a different point of view of a story?
- How can a reader use information from a text to distinguish their own point of view from that of the narrator using evidence to support their reasoning?
- How can determining the point of view of a story help enhance comprehension?
- How do you summarize a story?
- What are signals words that help determine the point of view?

## Enduring Understanding

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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.
- Determining the major events from the beginning, middle and end are used to summarize a story.
- 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.
- Readers often use two or more story details and their own experiences to explain characters' actions or events to draw conclusions so they can come to a new understanding of the story.
- Signal words help readers to determine the point of view of a story.
- Stories are written in 1st, 2nd, or 3rd point of view.

## **Content**

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The students will be able to:

- Identify the point of view of a story
- Rewrite stories or respond to prompts keeping the same point of view or changing it
- Summarize fictional stories
- Read age appropriate texts
- Read with appropriate fluency

## **Resources**

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Mentor Texts

- The Pain and the Great One
- Two Bad Ants
- If You Find a Rock
- My Strange Teeth
- Ramona (excerpt)
- Frog and Toad
- The Other Side

Assessments

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

