

Reading Curriculum Correlation Map: Grade 3 Unit 1 **Falmouth Public Schools**

UNIT 1: <i>Timeframe: September to Mid-October</i>	THEME: Dollars and Sense CONCEPT QUESTION: When is money important, and when does it affect our lives?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks and Third Grade Supplement)	<p>Standard 4: Supplement: Vocabulary and Concept Development</p> <p>4.1: Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes.</p> <p>4.2: Recognize that prefixes can change the meanings of root words (for example, agreeable/disagreeable, happy/unhappy, tell/retell).</p> <p>4.3: Identify roots of words (for example, -graph is a common root in autograph, photograph, biography).</p> <p>4.5: Recognize that some words and phrases have both a literal and a non-literal meaning (for example, take steps).</p> <p>4.7: Determine the meanings of unknown words by using their context.</p> <p>4.8: Use the context of the sentence to determine the correct meaning of a word with multiple meanings.</p>	<p>44-45, 56, 57, 63c, 118-119, 130, 131, 141c</p> <p>118-119</p> <p>118-119</p> <p>30, 92, 128, 130, 132</p> <p>22, 23, 26, 28, 30, 31, 76, 92, 96, 97, 102, 104, 106, 107</p> <p>66b, 88b, 88-89, 115c</p>
	<p>Standard 5: Supplement: Structure and Origins of Modern English</p> <p>5.1: Distinguish between a statement and a question.</p> <p>5.3: Identify correct mechanics (for example, end marks, capitalization, comma in dates).</p>	<p>85e-85f</p> <p>41e-41f, 85e-85f, 115e-115f, 141e-141f</p>
	<p>6/23/09</p>	<p>Reading Curriculum Correlation Guide Grade 3 Unit 1</p>

	<p>Standard 8: Supplement: Understanding a Text</p> <p>8.1: Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.</p> <p>8.2: Identify sensory details in literature</p> <p>8.3: Identify the speaker of a poem or story</p> <p>8.4: Retell the events of a story in sequence.</p> <p>8.5: Identify narrative elements of character, setting, and plot.</p> <p>8.7: Distinguish cause from effect.</p> <p>8.9: Identify main ideas and supporting details.</p>	<p>16, 28, 46, 52, 56, 70, 120</p> <p>19, 142-145</p> <p>142-145</p> <p>48, 49, 54, 55, 60, 70, 71, 76, 77, 82</p> <p>20, 24, 25, 48, 52, 74, 122, 123, 124, 128, 129, 130, 135</p> <p>22, 26, 70, 126, 128</p> <p>94</p>
	<p>Standard 10: Genre</p> <p>10.2: Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.</p>	<p>16, 38, 46, 62, 68, 84, 90, 112, 120, 138</p>
	<p>Standard 11: Theme</p> <p>11.2: Identify themes as lessons in folktales, fables, and Greek myths for children.</p>	<p>46-59</p>
	<p>Standard 12: Supplement: Fiction</p> <p>12.1: Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution.</p> <p>12.2 : Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.</p>	<p>20, 24, 25, 48, 52, 74, 122, 123, 124, 128, 129, 130, 135</p> <p>20, 24, 25, 52, 74, 122, 123, 124, 128, 129, 135</p>
	<p>Standard 13: Supplement: Nonfiction</p> <p>13.1: Identify and use knowledge of common textual features (for example, title, headings, key words, paragraphs, table of contents, glossary, captions accompanying illustrations or photographs).</p>	<p>112</p>

	<p>13.2: Identify and use knowledge of common graphic features (for example, charts, graphs, maps, diagrams, illustrations).</p> <p>13.3: Form questions about the text and locate facts/details in order to answer those questions.</p> <p>13.6: Identify main ideas and supporting details.</p>	<p>141m</p> <p>38-41, 62-63, 84-85, 90-109, 112-115, 138-141, 154-167</p> <p>37, 61, 83, 111, 137</p>
	<p>Standard 19: Writing</p> <p>19.9: Write stories that have a beginning, middle, and end and contain details of setting.</p> <p>Standard 19: Writing</p> <p>19.13: Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p>	<p>111g – 111h</p> <p>147a-147f</p>
<p>Content Connections</p>	<p>Science:</p> <p>Week 2:</p> <p>Standard: Life Science</p> <p>Natural Resources SF TE p.57</p>	<p>Social Studies:</p> <p>Week 1:</p> <p>Standard: Economics</p> <p>Communities SF TE p.19</p> <p>Economics SF TE p. 29, 30</p> <p>Week 2:</p> <p>Standard: Economics</p> <p>Barter System SF TE p. 49</p> <p>Week 3:</p> <p>Standard: Economics</p> <p>Needs vs. Wants SF TE p. 73</p> <p>Advertising SF TE p. 79</p> <p>Week 4:</p> <p>Standard: Economics</p> <p>Cost vs. Benefits SF TE p. 97</p> <p>Credit Cards SF TE p. 115</p> <p>Week 5:</p> <p>Standard: Economics</p> <p>Open Air Markets SF TE p. 123</p> <p>Standards: Geography, Civics and Government</p> <p>Geography, Cultures SF TE p. 129</p>

<p>Assessment</p>	<p>Required: Scott Foresman <i>Reading Street</i> Unit 1 Benchmark Test</p> <p>Other: Scott Foresman <i>Reading Street</i> Selection Tests DIBELS (School Specific: as needed) Scott Foresman <i>Reading Street</i> Fresh Reads</p>
<p>Resources</p>	<p>Classroom Resources: Scott Foresman <i>Reading Street</i> Leveled Readers</p> <p>Web Resources: www.pearsonsuccessnet.com www.fcrr.org</p> <p>Other: School-based Literacy Closet/Book Room</p>

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