

Reading Curriculum Correlation Map: Grade 3 Unit 3		Falmouth Public Schools
UNIT 3: <i>Timeframe: December to Start of February</i>	THEME: People and Nature CONCEPT QUESTION: How are people and nature connected?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks and Third Grade Supplement)	Standard 4: Supplement: Vocabulary and Concept Development 4.1: Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes. 4.5: Recognize that some words and phrases have both a literal and a non-literal meaning (for example, take steps). 4.7: Determine the meanings of unknown words by using their context 4.8: Use the context of the sentence to determine the correct meaning of a word with multiple meanings.	282b, 282-283, 292-293, 303c, 332b, 332-333, 353c 314, 342, 379, 392 286, 361, 364, 365, 390 252b
	Standard 5: Supplement: Structure and Origins of Modern English 5.2: Identify three basic parts of speech: adjective, noun, verb. 5.3: Identify correct mechanics (for example, end marks, capitalization, comma in dates).	303g-303h, 329e-329f, 379e-379f, 399e-399f 303i, 329j
	Standard 8: Supplement: Understanding a Text 8.1: Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story. 8.2: Identify sensory details in literature. 8.3: Identify the speaker of a poem or narrator of a story. 8.4: Retell the events of a story in sequence. 8.5: Identify narrative elements of character, setting, and plot. 8.6: Form questions about a text and locate facts/details in order to answer those questions	284, 292, 308, 314, 334, 344, 358, 384 272-275 252-256, 400-403 370 286, 294, 296, 310, 314, 316, 328, 338, 364, 366 330, 331, 341, 342, 343, 349, 373, 377

	<p>Standard 8: Understanding a Text 8.7: Distinguish cause from effect.</p> <p>8.9: Identify main ideas and supporting details.</p>	<p>284, 285, 286, 290, 291, 294, 295, 296, 298, 301, 314, 315, 318, 342, 362, 366, 392</p> <p>156, 157, 158, 159, 168, 170, 172, 173, 180, 195, 204, 205, 212, 213, 218, 223, 232, 233, 240, 241</p>
	<p>Standard 10: Genre 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>284, 300, 308, 322, 334, 352, 358, 376, 384</p>
	<p>Standard 12: Supplement: Fiction 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>286, 294, 310, 314, 316, 328, 338, 364, 366</p> <p>294, 314, 316, 328, 338, 364, 366</p>
	<p>Standard 13: Supplement: Nonfiction 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>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>396</p> <p>399b</p> <p>300-303, 376-379, 384-393, 396-399</p> <p>299, 321, 351, 375, 395</p>
	<p>Standard 14: Supplement: Poetry 14.1: Identify poetic elements (for example, rhyme, rhythm, repetition, sensory</p>	<p>252-256, 400-403</p>

	<p>images).</p> <p>14.2: Identify terminology for structural elements of poems (for example, stanza and verse are both terms for groups of lines in poetry).</p>	252-256, 400-403
	<p>Standard 17: Dramatic Literature</p> <p>17.2: Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.</p>	308-321, 322
	<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 21: Revising</p> <p>21.2: Revise writing to improve level of detail after determining what could be added or deleted.</p>	329m, 379g-379h 303h, 329h, 353h, 379h, 399h, 405d
Content Connections	<p>Science:</p> <p>Week 1:</p> <p>Standard: Life Science</p> <p>Interdependence SF TE p. 287</p> <p>Soil SF TE p. 289</p> <p>Ecosystems SF TE p. 295</p> <p>Week 3:</p> <p>Standard: Earth Science</p> <p>Weather Patterns SF TE p. 337</p> <p>Week 4:</p> <p>Standard: Life Science</p> <p>Migration SF TE p. 365</p> <p>Standard: Physical Science</p> <p>Sound SF TE p.377</p> <p>Week 5:</p> <p>Standard: Economics</p> <p>Changes in Landforms SF TE p. 391</p>	<p>Social Studies:</p> <p>Week 2:</p> <p>Standard: Geography</p> <p>Environments SF TE p. 311</p> <p>Standards: History, Geography</p> <p>Fire SF Te p. 233</p>

Assessment	<p>Required: Scott Foresman <i>Reading Street</i> Unit 3 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>
Resources	<p>Classroom Resources: Scott Foresman <i>Reading Street</i> Leveled Readers</p> <p>Web: www.pearsonsuccessnet.com www.fcrr.org</p> <p>Other: School-based Literacy Closet/Book Room</p>