

Reading Curriculum Correlation Map: Grade 3 Unit 4		Falmouth Public Schools
<b>UNIT 4:</b> <i>Timeframe: February – Mid-March</i>	<b>THEME: One of a Kind</b> <b>CONCEPT QUESTION: What does it mean to be unique?</b>	<b>READING STREET</b> <b>(Pages #s)</b>
<b>Assessed Targeted Standards (MA ELA Frameworks and Third Grade Supplement)</b>	<b>Standard 4: Supplement: Vocabulary and Concept Development</b> 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.	14-15, 24, 25, 35c, 38b, 38-39, 59c, 114-115, 118, 119, 138c  18, 24, 33, 70, 94, 98, 122  72, 73, 98, 99, 100, 122, 123, 128, 135  62, 63, 85c, 88b, 88-89, 115c
	<b>Standard 5: Supplement: Structure and Origins of Modern English</b> 5.3: Identify correct mechanics (for example, end marks, capitalization, comma in dates).	
	<b>Standard 8: Supplement: Understanding a Text</b> 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.  8.7: Distinguish cause from effect.	16, 20, 40, 64, 90, 94, 116  78-85, 119, 138-141  78-85, 138-141  20, 21, 124  24, 34, 35, 72, 120, 121, 128, 130, 132,  36, 37, 46, 47, 51, 52, 53  117, 18, 19, 28, 31, 33, 48, 49, 70, 71, 96

	<p><b>Standard 8: Supplement: Understanding a Text</b>        8.8: Distinguish fact from fiction.</p> <p>8.9: Identify main ideas and supporting details.</p>	<p>70, 92, 93, 94, 95, 96, 106</p> <p>22, 46</p>
	<p><b>Standard 10: Supplement: Genre</b>        10.1: Distinguish among forms of literature (for example, poetry, fiction, nonfiction, and drama).</p>	<p>16, 30, 40, 56, 64, 78, 90, 116, 132</p>
	<p><b>Standard 11: Supplement: Theme</b>        11.1: Identify themes as lessons in folktales, fables, and poems.</p>	<p>104, 136, 137</p>
	<p><b>Standard 12: Supplement: Fiction</b>        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>24, 34, 35, 72, 132, 133</p> <p>24, 34, 35, 72, 132, 133</p>
	<p><b>Standard 13: Supplement: Nonfiction</b>        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>13.4: Distinguish cause from effect.</p> <p>13.5: Distinguish fact from fiction.</p> <p>13.6: Identify main ideas and supporting details.</p>	<p>43, 56, 108</p> <p>40, 64, 78, 90</p> <p>40-53, 56-59, 64-73, 90-105, 108-111</p> <p>48, 49, 70, 71, 96</p> <p>70, 92, 93, 94, 95, 96, 106</p> <p>29, 55, 77, 107, 131</p>
	<p><b>Standard 14: Supplement: Poetry</b>        14.1: Identify poetic elements (for example, rhyme, rhythm, repetition, sensory</p>	<p>78-85, 138-141</p>

	<p>images).</p> <p>14.2: Identify terminology for structural elements of poems (for example, stanza and verse).</p>	78-85, 138-141
	<p><b>Standard 19: Writing</b></p> <p>19.9: Write stories that have a beginning, middle, and end and contain details of setting.</p> <p>19.13: Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p>	<p>85g-85h, 143a-143h</p> <p>85g-85h</p>
	<p><b>Standard 21: Revising</b></p> <p>21.2: Revise writing to improve level of detail after determining what could be added or deleted</p>	35h, 59h, 85h, 111h, 137h, 143d
<p><b>Content Connections</b></p>	<p><b>Science:</b></p> <p><b>Week 2:</b></p> <p><b>Standard: Life Science</b> Order by Particular Property SF TE p. 45</p> <p><b>Standard: Earth Science</b> Landforms SF TE p.12</p> <p><b>Week 3:</b></p> <p><b>Standard: Earth Science</b> Earth Science SF TE p. 67, 71</p> <p><b>Standard: Life Science</b> Careers SF TE p. 73</p> <p><b>Week 5:</b></p> <p><b>Standard: Life Science</b> Living Facts SF TE p. 119 Instinct SF TE p. 121 Coyotes SF TE p. 135</p>	<p><b>Social Studies:</b></p> <p><b>Week 1</b></p> <p><b>Standards: Civics and Geography</b> Citizenship SF TE p.19</p> <p><b>Standard: History</b> History of Flight Attempts SF TE p. 25</p> <p><b>Standard: Civics</b> Consequences of Actions SF TE p. 31</p> <p><b>Week 4:</b></p> <p><b>Standard: Civics</b> Change SF TE p. 93 Heroes SF TE p. 95</p>

<b>Assessment</b>	<p><b>Required:</b>  Scott Foresman <i>Reading Street</i> Unit 4 Benchmark Test</p> <p><b>Other:</b>  Scott Foresman <i>Reading Street</i> Selection Tests  CBM (School Specific: as needed)  Scott Foresman <i>Reading Street</i> Fresh Reads</p>
<b>Resources</b>	<p><b>Classroom Resources:</b>  Scott Foresman <i>Reading Street</i>  Leveled Readers</p> <p><b>Web:</b>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>  <a href="http://www.fcrr.org">www.fcrr.org</a></p> <p><b>Other:</b>  School-based Literacy Closet/Book Room</p>

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