

Reading Curriculum Correlation Map: Grade 3 Unit 6		Falmouth Public Schools
UNIT 6: Timeframe: May – End of June	THEME: Freedom CONCEPT QUESTION: What does it mean to be free?	READING STREET (Pages #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. 4.2: Recognize that prefixes can change the meanings of root words (for example, agreeable/disagreeable, happy/unhappy, tell/retell). 4.3: Identify roots of words (for example, -graph is a common root in autograph, photograph, biography). 4.5: Recognize that some words and phrases have both a literal and a non-literal meaning (for example, take steps). 4.10: Identify and apply the meanings of the terms antonym, synonym, and homophone.	219c, 286-287, 296, 297, 303c, 364, 365 286-287, 303c, 356-357, 368, 369 286-287, 303c, 356-357, 368, 369 178, 179, 200, 202, 204 306-307, 312, 331c, 398, 399
	Standard 5: Supplement: Structure and Origins of Modern English 5.3: Identify correct mechanics (for example, end marks, capitalization, comma in dates).	331e-331f, 353e-353f, 379e-379f, 407e-407f
	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 story. 8.4: Retell the events of a story in sequence. 8.5: Identify narrative elements of character, setting, and plot. 8.7: Distinguish cause from effect.	308, 358, 384, 392, 393, 400 352-353, 408-411 352-353, 408-411 310 308, 312, 314, 315, 316, 360, 362, 363, 364, 366, 370, 371, 374, 376, 386, 394, 398 292, 293, 310, 311, 320, 321, 325, 326, 329, 360, 361, 372, 373

	<p>Standard 8: Supplement: Understanding a Text 8.8: Distinguish fact from fiction.</p> <p>8.9: Identify main ideas and supporting details.</p>	<p>290, 340, 341, 346, 347, 350</p> <p>290, 291, 300, 303, 338, 339, 390, 391, 396, 397</p>
	<p>Standard 10: Supplement: Genre 10.1: Distinguish among forms of literature (for example, poetry, fiction, nonfiction, and drama).</p>	<p>288, 302, 308, 328, 336, 352, 358, 384, 404</p>
	<p>Standard 11: Supplement: Theme 11.1: Identify themes as lessons in fables, stories, and poems.</p>	<p>322, 323, 324, 342</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>308, 312, 314, 315, 316, 360, 362, 363, 364, 366, 370, 371, 374, 376, 386, 394, 398</p> <p>308, 316, 366, 374, 394</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>13.4: Distinguish cause from effect.</p> <p>13.5: Distinguish fact from fiction.</p>	<p>352</p> <p>288, 303</p> <p>288-299, 302-303, 328-331, 336-349, 378-379, 404-407</p> <p>292, 293</p> <p>290, 340, 341, 346, 347, 350</p>

	13.6: Identify main ideas and supporting details.	289, 327, 351, 377, 403
	Standard 14: Supplement: Poetry 14.1: Identify poetic elements (for example, rhyme, rhythm, repetition, sensory images). 14.2: Identify terminology for structural elements of poems (for example, stanza and verse).	352-353, 408-411 352-353, 408-411
	Standard 19: Writing 19.10: Write short poems that contain simple sense details. 19.11: Write brief summaries of information gathered through research.	408-411 413b, 413c
	Standard 21: Revising 21.2: Revise writing to improve level of detail after determining what could be added or deleted.	303h, 331h, 353h, 379h, 407h, 413d
Content Connections	Science: Week 2: Standard: Life Science Hua Mei Bird Garden SF TE p.315 Week 4: Standard: Life Science Species SF TE p. 361 Ant Classes SF TE p. 363 Vortex SF TE p. 369 Life Cycles SF TE p. 373	Social Studies: Week 1: Standard: Geography Location Skills SF TE p. 311 Standard: History Cultures (symbols) SF TE p. 293 Week 2 Standards: History, Civics Hua Mei Bird Garden Standard: Economics Immigration SF TE p. 319 Week 3: Standard: History Artists/Cultures SF TE p. 339 Immigrants SF TE p. 345 Standard: Economics Freedom of Speech SF TE p. 345

<p>Assessment</p>	<p>Required: Scott Foresman <i>Reading Street</i> Unit 6 Benchmark</p> <p>Other: Scott Foresman <i>Reading Street</i> Selection Tests Scott Foresman <i>Reading Street</i> Fresh Reads CBM</p>
<p>Resources</p>	<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>

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