

Reading Curriculum Correlation Map: Grade 1 Unit 1		Falmouth Public Schools
<b>UNIT 1:</b> <i>Timeframe: September to Start of November</i>	<b>THEME: Animals Tame and Wild</b> <b>GUIDING QUESTION: How are people and animals important to each other?</b>	<b>READING STREET</b> <b>(Page #s)</b>
<b>Assessed Targeted Standards</b> <b>(MA ELA Frameworks)</b>	<b>Standard 4: Vocabulary and Concept Development:</b> 4.4 Identify base words (look) and their inflectional forms (looks, looked, looking)	54c-54d, 54f, 55c, 56c, 72c, 75d, DI.79
	<b>Standard 7: Beginning Reading:</b> 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated.  7.3 Use letter- sound knowledge to identify unfamiliar words in print.  7.4 Demonstrate understanding of the various features of written English.  7.6 Recognize common irregularly spelled words by sight (have, said, where).  7.8 Use letter-sound knowledge to decode written English.	10m, 12b, 12c-12d, 12f, 14b, 14c-14d, 26-27, 28c-28e, 30b, 30m, 32b, 48c-48d, 48-49, 54b, 56b, 68b, 74m, 76a, 80b, 90b, 90-91, 94m, 96b, 96c-96d, 96f, 98c-98d, 106b, 112c, 112e, 114m, 116b, 116c-116d, 116f, 118b, 118c-118d, 126, 130b, 130c-130d, 130-131, 132c, 132e, DI.22, DI.76, DI.82, DI.84  12-13, 28c, 28d, 32-33, 50c, 50d, 54-55, 72c, 72d, 76-77, 92c, 92d, 96-97, 112c, 112d, 116-117, 132c, 132  12f, 12-13, 32f, 32-33, 54f, 54-55, 76f, 76-77, 96f, 96-97, 116f, 116-117  12-13, 28c, 28d, 32-33, 50c, 50d, 54-55, 72c, 72d, 76-77, 92c, 92d, 96-97, 112c, 112d, 116-117, 132c, 132d  10n-10o, 30n-30o, 52n-52o, 94n-94o, 114n-114o
	<b>Standard 8: Understanding a Text:</b> 8.7 Retell a story's beginning, middle, and end.  8.8 Distinguish cause from effect.	10n -10o, 30n-30o, 52n-52o, 94n-94o, 114n-114o  10n-10o, 30n-30o, 52n-52o, 94n-94o, 114n-114o
	<b>Standard 10: Genre</b> 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, non-fiction, and dramatic literature.	14-23, 26-27, 34-45, 48-49, 56-65, 68-71, 78-87, 90-91, 98-109, 110-111, 118-127, 130-131

Reading Curriculum Correlation Map: Grade 1 Unit 1		Falmouth Public Schools
<b>UNIT 1:</b> <i>Timeframe: September to Start of November</i>	<b>THEME: Animals Tame and Wild</b> <b>GUIDING QUESTION: How are people and animals important to each other?</b>	<b>READING STREET</b> (Page #s)
<b>Assessed Targeted Standards (MA ELA Frameworks) cont.</b>	<b>Standard 19: Writing</b> 19.5 Write or dictate stories that have a beginning, middle, and end.	53c, 117a, 135g
	<b>Standard 22: Standard English Conventions</b> 22.2 Use correct standard English mechanics such as: printing upper and lower case letters legibly, separating words with spaces, and applying rules of capitalization.	TR16-TR19
<b>Content Connections</b>	<p><b>Science:</b></p> <p><b>Week 1:</b> <b>Standard: Life Science</b> Living Things SF TE p.18-19 <b>Standard: Life Science</b> Pet Needs SF TE p. 26-27</p> <p><b>Week 3:</b> <b>Standard: Life Science</b> Animals SF TE 82-83 Animal Environments SF TE p. 90-91</p> <p><b>Week 4:</b> <b>Standard: Life Science</b> Animal Habitats SF TE p. 102-103 Animal Homes SF TE p. 110-111</p> <p><b>Week 5 :</b> <b>Standard: Life Science</b> Habitats SF TE p. 124-125 Animal Habitats SF TE p. 130-131</p>	<p><b>Social Studies:</b></p> <p><b>Week 2:</b> <b>Standard: Economics</b> Careers SF TE p. 48-49</p> <p><b>Week 3:</b> <b>Standard: Economics</b> Transportation SF TE p. 60-61 <b>Standard: History</b> Animals, Then and Now SF TE p. 68-69</p>

<p><b>UNIT 1:</b>  <i>Timeframe: September to Start of November</i></p>	<p><b>THEME: Animals Tame and Wild</b>  <b>GUIDING QUESTION: How are people and animals important to each other?</b></p>	<p><b>READING STREET</b>                  (Page #s)</p>
<p><b>Assessment</b></p>	<p><b>Required:</b>                  Scott Foresman Unit 1 Benchmark Test</p> <p><b>Other:</b>                  DIBELS Progress Monitoring (school specific: monthly and/or as needed)  <i>Reading Street</i> Selection Tests                  Scott Foresman <i>Reading Street</i> Fresh Reads                  DRA (Developmental Reading Assessment)</p>	
<p><b>Resources</b></p>	<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>	