

Reading Curriculum Correlation Map: Grade 1 Unit 4		Falmouth Public Schools
<b>UNIT 4:</b> <i>Timeframe: March - End of April</i>	<b>THEME: Treasures</b> <b>CONCEPT QUESTION: What do we treasure?</b>	<b>READING STREET</b> <b>(Page #s)</b>
<b>Assessed Targeted Standards (MA ELA Frameworks)</b>	<b>Standard 4: Vocabulary and Concept Development</b> 4.4: Identify base words and their inflectional forms (looks, looked, looking)  4.7 Use knowledge of the meaning of individual words to predict the meanings of unknown compound words (lunchtime, daydream, everyday).	47c  126m, 126n-126o, 126q, 127d, 130c-130d, 154c, 154e, 182c, DI.82
	<b>Standard 7: Beginning Reading</b> 7.4: Demonstrate understanding of the various features of written English: <ul style="list-style-type: none"> <li>• understand that spoken words are represented in written English by sequences of letters;</li> <li>• match oral words to printed words;</li> <li>• recognize that there are correct spellings for words;</li> <li>• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;</li> </ul> 7.6: Recognize common irregularly spelled words by sight (have, said, where).	10n, 10o, 12c, 12d, 44n, 44o, 46c, 46d, 72n, 72o, 74c, 74d, 98n, 98o, 100c, 100d, 126n, 126o, 128c, 128d, 156n, 156o, 158c, 158d  10q, 12f, 44q, 46f, 72q, 74f, 98q, 100f, 126q, 128f, 156q, 158f  10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 68e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 160d, 182e, 186d  12-13, 42c, 42d, 46-47, 70c, 70d, 74-75, 96c, 96d, 100-101, 124c, 124d, 128-129, 154c, 154d, 158-159, 186c, 186d  12-13, 42c, 42d, 46-47, 70c, 70d, 74-75, 96c, 96d, 100-101, 124c, 124d, 128-129, 154c, 154d, 158-159, 186c, 186d

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Assessed Targeted Standards (MA ELA Frameworks) cont.	<p><b>Standard 7: Beginning Reading (cont.)</b></p> <p>7.7: Use letter-sound knowledge to decode written English</p> <ul style="list-style-type: none"> <li>read accurately many irregularly spelled words, special vowel spellings, and common word endings;</li> <li>apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;</li> <li>know and use more difficult word families (ought) and known words to decode unknown words;</li> <li>read aloud with fluency and comprehension at grade level.</li> </ul>	<p>10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 68e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 160d, 182e, 186d</p> <p>10n-10o, 10q, 12c, 12f, 14c-14d, 40c, 42c, 44n-44o, 44q, 46c, 46f, 48c-48d, 68c, 70c, 72n-72o, 72q, 74c-74d, 74f, 76c, 92c, 96c, 98n-98o, 98q, 100c, 100f, 102c, 120c, 124c, 126n-126o, 126q, 128c-128d, 128f, 130c-130d, 152c, 154c, 156n-156o, 156q, 158c-158d, 158f, 160c-160d, 182c, 186c</p> <p>10n-10o, 12c-12d, 44n-44o, 46c-46d, 72n-72o, 74c-74d, 98n-98o, 100c-100d, 126n-126o, 128c-128d, 156n-156o, 158c-158d</p> <p>10q, 12f, 39a, 41b, 44q, 46f, 67a, 69b, 72q, 74f, 91a, 95a, 98q, 100f, 119a, 123a, 126q, 128f, 151a, 153b, 156q, 158f, 181a, 185a</p>
	<p><b>Standard 8: Understanding a Text</b></p> <p>8.6: Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why.</p> <p>8.7: Retell a story's beginning, middle, and end.</p> <p>8.8: Distinguish cause from effect.</p>	<p>14, 18-19, 22-23, 28-29, 34-35, 37a, 40-41, 48, 60-61, 68-69, 102, 120-121, 130, 134-135, 136-137, 152-153, 160, 182-183</p> <p>38a, 66a, 118a, 150a, 180a</p> <p>20-21, 157a-157b, 157d, 160g, 168-169, 181d, 186e, DI. 84</p>
	<p><b>Standard 10: Genre</b></p> <p>Identify differences among the common forms of literature: poetry, prose,</p>	<p>14-37, 40-41, 48-67, 68-69, 76-89, 92-95, 102-117, 120-121, 130-</p>

	fiction, nonfiction, (informational and expository) and dramatic literature.	149, 152-153, 160b, 160-179
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<b>Assessed Targeted Standards (MA ELA Frameworks) cont.</b>	<b>Standard 12: Fiction:</b>  Identify the elements of plot, setting, and character in a favorite story	18-19, 22-23, 24-25, 30-31, 34-35, 50-51, 52-53, 60-61, 62-63, 114-115, 127a, 127d, 130g, 130-131, 132-133, 134-135, 138-139, 142-143, 146-147, 150a, 151d, 164-165, 166-167, 172-173, 174-175, 176-177, 179a, D1.83
	<b>Standard 13: NonFiction</b>  13.1: Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).  13.3: Make predictions about the content of a text using prior knowledge and text and graphic features.	40-41b, 68-69b, 76e-91b, 92-95a, 120-123a, 152-153b  76, 92-93
	<b>Standard 19: Writing</b>  19.5: Write or dictate stories that have a beginning, middle, and end.	95b
	<b>Standard 20: Consideration of Audience and Purpose</b>  20.1: Use a variety of forms or genres when writing for different purposes.	11c, 13a, 39c, 41c, 45c, 47a, 67c, 69c, 73c, 75a, 91c, 95b, 99c, 101a, 119c, 123b, 127c, 129a, 151c, 153c, 157c, 159a, 181c, 185b, 189b, 189c, 189d, 189e, 189f

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<b>Content Connections</b>	<b>Science:</b>  <b>Week 3:</b> <b>Standard: Earth Science</b> Rocks and Soil SF TE p. 80-81  <b>Standard: Life Science</b> Fossils SF TE p. 88-89	<b>Social Studies:</b> <b>Week 1</b> <b>Standards: History, Civics and Government</b> Cultural Foods SF TE p. 28-29, 40-41 Celebrations SF TE p. 41a  <b>Week 2:</b> <b>Standards: Civics and Government</b> Individual Talents SF E p. 64-65  <b>Standards: History, Civics and Government</b> Art and Culture SF TE p. 68-69  <b>Week 4:</b> <b>Standards: History, Civics and Government</b> Celebrations SF TE p. 116-117, 120-121  <b>Week 5:</b> <b>Standards: Civics and Government</b> Family SF TE p. 134-135, 152-153  <b>Week 6:</b> <b>Standard: Economics</b> Community SF TE p. 164-165 <b>Standard: Civics, Government</b> Citizenship SF TE p. 176-177, 184-185

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<b>Assessments</b>	<b>Required:</b> <i>Reading Street Unit 4 Benchmark</i>  <b>Other:</b> DIBELS Progress Monitoring (School specific: monthly and/or as needed) Scott Foresman <i>Reading Street</i> Selection Tests Scott Foresman <i>Reading Street</i> Fresh Reads	
<b>Resources</b>	<b>Classroom Resources:</b> Scott Foresman <i>Reading Street</i> Leveled Readers  <b>Web:</b> <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a> <a href="http://www.fcr.org">www.fcr.org</a>  <b>Other:</b> School-based Literacy Closet/Book Room	