

Reading Curriculum Correlation Map Grade 2 Unit 2		Falmouth Public Schools
UNIT 2: <i>Timeframe: Mid-October- Beginning of December</i>	THEME: Working Together CONCEPT QUESTION: How can we work together?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks)	Standard 4: Vocabulary and Concept Development 4.5 Identify the relevant meaning for a word with multiple meanings using its context (saw/saw) 4.6 Identify common antonyms and synonyms.	274e 274a, 306a, 338e, 340e, 342b
	Standard 5: Structure and Origins of Modern English 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run). 5.3 Identify correct capitalization for names and places (Janet, I, George, Washington, Springfield) and correct capitalization and commas in dates (February 24, 2001).	163d, 181c, 183b, 187c, 188-189, 212e 191d, 211b, 213b, 215c, 216-217
	Standard 7: Beginning Reading 7.6 Recognize common irregularly spelled words by sight (have, said, where). 7.7 Use letter-sound knowledge to decode written English: <ul style="list-style-type: none"> • read accurately many irregularly spelled words, special vowel spellings, and common word endings; • apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, vowel digraphs and diphthongs • • read aloud with fluency and comprehension at grade level. 	164-165, 165a, 182d, 188e, 192-193, 193a, 212d, 216e, 220-221, 221a, 243d, 250e, 254-255, 255a, 274d, 280e, 284-285, 285a, 303d, 310e 162p, 163d, 164d, 182d, 184d, 188d, 218p, 219d, 220d, 243d, 246d, 250d, 252p, 253d, 254d, 274d, 276d, 280d, 282p, 283d, 284d, 303d, 306d, 310d 162n-162o, 162q, 163d, 164a, 164c-164d, 174c, 182c, 188c, 188e, 190n-190o, 218n-218o, 219d, 252n-252o, 282n-282o, 282q, 283d, 284a, 284c, 303c, 310c, 310, DI.64, DI.66, DI.68 182f, 187a, 212f, 213b, 245b, 274f, 279a, 303f, DI.48

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Assessed Targeted Standards (MA ELA Frameworks) cont.	Standard 8: Understanding a Text 8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why. 8.7 Retell a story's beginning, middle, and end	194-195, 222-223, 256-257, 286-287 216e, 250e, 280e, 310e, 311e
	Standard 10: Genre 10.1 Identify the differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository) and dramatic literature.	194-211, 214-215, 222-241, 256-273, 286-302, 306-309
	Standard 12: Fiction 12.1: Identify the elements of plot, character, and setting in a favorite story.	178-179
	Standard 19: Writing 19.5 Write and dictate stories that have a beginning middle and end 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order	162k, 181b, 279b 163c, 166a, 194a, 213a-213h, 222a, 256a, 283c, 286a

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Content Connections	Science: Week 3: Standard: Life Science Beavers SF TE p. 232-233 Turtles SF TE p. 234-235 Survival SF TE p. 246-247 Habitat SF TE p. 248 Week 4 Standard: Life Science Donkeys SF TE p. 260-261 Older Pets SF TE p. 268-269 Interdependence SF TE p. 276-277	Social Studies: Week 1: Standard: Economics Service Dogs SF TE p. 180-181 Standard: Civics, Government Heroes SF TE p. 184-185 Week 2: Standard: Economics Baseball Bats SF TE p. 198-199 Teamwork SF TE p. 206-207 Week 5: Standard: Civics Thanksgiving Food SF TE p. 290-291 Standard: History Thanksgiving History SF TE p. 298-299
Assessment	Required: Scott Foresman <i>Reading Street</i> Unit 2 Benchmark Test Other: Scott Foresman <i>Reading Street</i> Selection Tests DIBELS (School specific: as needed) Scott Foresman <i>Reading Street</i> Fresh Reads	
Resources	Classroom Resources: Scott Foresman <i>Reading Street</i> Leveled Readers Web: www.pearsonsuccessnet.com www.fcrr.org Other:	

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