

Reading Curriculum Correlation Map: Grade 2 Unit 6 **Falmouth Public Schools**

UNIT 6: <i>Timeframe: May to End of June</i>	THEME: Traditions CONCEPT QUESTION: How are traditions and celebrations important to our lives?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks)	Standard 4: Vocabulary and Concept Development 4.4 Identify base words (look) and their inflectional forms (looks, looked, looking). 4.5 Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).	368c, DI.65 298-299, 299a, 316-317, 320b, 368e, 426e
	Standard 5: Structure and Origins of Modern English 5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).	297b, 313c, 315b, 319c, 320-321, 367c, 369b, 374-375
	Standard 6: Formal and Informal English 6.1 Identify formal and informal language in stories, poems, and plays.	296r, 297b, 298g, 315b, 319d, 321b, 322r, 323b, 324g, 345b, 347d, 349b, 350r, 351b, 352g, 369b, 373d, 375b, 376r, 377b, 378g, 403b, 405d, 407b, 408r, 409b, 410g, 427b, 431d, 433b
	Standard 7: Beginning Reading 7.4 Demonstrate understanding of the various features of written English: <ul style="list-style-type: none"> • understand that spoken words are represented in written English by sequences of letters; • match oral words to printed words; • use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled; 	296n-296o, 314c, 316c, 322n-322o, 350n-350o, 352a, 376n-376o, 378a, 402c, 408n-408o 296q, 322q, 350q, 376q, 408q 314d, 320e, 344d, 348e, 368d, 374e, 402d, 406e
	6/23/09	

	<p>7.7 Use letter-sound knowledge to decode written English:</p> <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, and vowel digraphs and diphthongs; • know and use more difficult word families (-ought) and known words to decode unknown words; • read words with several syllables <p>Standard 7: Beginning Reading</p> <ul style="list-style-type: none"> • read aloud with fluency and comprehension at grade level. 	<p>322p, 323b, 324d, 344d, 346d, 348d, 350p, 352d, 368d, 370d, 374d</p> <p>296n-296o, 314c, 316c, 322n-322o, 350n-350o, 352a, 376n-376o, 378a, 402c, 408n-408o</p> <p>296n-296o, 314c, 316c, 322n-322o, 350n-350o, 352a, 376n-376o, 378a, 402c, 408n-408o</p> <p>368d, 402c, DI.66</p> <p>314f, 319a, 347a, 368f, 373a, 402f, 405a, 426f, 431a</p>
	<p>Standard 8: Understanding a Text</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>8.10 Restate main ideas</p>	<p>300-301, 354-355, 380-381, 412-413</p> <p>320e, 374e, 406e, 432e</p> <p>358-359, 377b, 394-395, 416-417, DI.67</p> <p>338-339</p>
	<p>Standard 10: Genre</p> <p>10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature.</p>	<p>300-313, 326-343, 346-347, 354-367, 370-373, 380-401, 412-425</p>
	<p>Standard 12: Fiction</p> <p>12.1 Identify the elements of plot, character, and setting in a favorite story</p>	<p>409b, 422-423, DI.68</p>
	<p>Standard 13: Nonfiction</p>	<p>326-327, 336-337</p>

	<p>13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).</p> <p>13.5 Restate main ideas and important facts from a text heard or read.</p>	<p>338-339</p>
	<p>Standard 19: Writing</p> <p>19.5 Write or dictate stories that have a beginning, middle, and end.</p> <p>19.8 Write or dictate research questions.</p>	<p>373b</p> <p>350k, 351a, 408k, 432-433, 435a-435h</p>
<p>Content Connections</p>	<p>Science:</p> <p>Week 3:</p> <p>Standard: Earth Science</p> <p>Rocks and Soil SF TE p. 80-81</p> <p>Fossils SF TE p. 88-89</p>	<p>Social Studies:</p> <p>Week 1:</p> <p>Standard: History</p> <p>Cultural Foods SF TE 28-29, 40-41</p> <p>Celebrations SF TE p. 41a</p> <p>Week 2:</p> <p>Standards: History, Civics and Government</p> <p>Individual Talents SF TE p. 64-65</p> <p>Art and Culture SF TE p. 68-69</p> <p>Social Studies:</p> <p>Week 4:</p> <p>Standard: History</p> <p>Celebrations SF TE p. 116-117, 120-121</p> <p>Week 5:</p> <p>Standard: Civics and Government</p> <p>Family SF TE p. 134-135, 152-153</p> <p>Week: 6</p> <p>Standard: Civics and Government</p> <p>Community SF TE p. 164-165</p> <p>Citizenship SF TE p. 176-177, 184-185</p>

Assessment	<p>Required: Scott Foresman <i>Reading Street</i> Unit 6 Benchmark Test</p> <p>Other: Scott Foresman <i>Reading Street</i> Selection Tests DIBELS (School-specific: as needed) Scott Foresman <i>Reading Street</i> Fresh Reads DRA (Developmental Reading Assessment)</p>
Resources	<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>