

Grade 4 Unit 1 Reading Curriculum Correlation Guide		Falmouth Public Schools
UNIT 1: <i>Timeframe:</i> September – Mid-October	THEME: This Land is Your Land CONCEPT QUESTION: How do the diverse regions and peoples of the United States reflect its greatness?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks)	Standard 4: Vocabulary and Concept Development 4.11: Identify the meaning of common idioms and figurative phrases. 4.13: Determine the meaning of unknown words using their context. 4.14: Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence. 4.16: Identify and apply the meaning of the terms antonym, synonym, and homophone.	32, 39b, 52, 78, 98, 102, 103, 111c 20b, 21, 28, 54, 78, 90, 96, 100, 101, 104, 11c, 124 20b, 68-69, 79, 87c 20b, 42b, 90, 101, 111c
	Standard 5: Structure and Origins of Modern English 5.4: Recognize the subject-predicate relationship in sentences 5.7: Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	87e-87f 39e-39f, 65e-65f, 111e-111f, 133f
	Standard 7: Beginning Reading 7.8: Use letter-sound knowledge to decode written English. 7.9: Read grade-appropriate imaginative/literary and informational/expository text with comprehension 7.10: Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	39i-39j, 65i-65j, 87i-87j, 111i-111j, 133i-133j 23-33, 44-59, 70-81, 92-105, 116-127 39a, 65a, 87a, 111a, 133a

	<p>Standard 8: Understanding a Text</p> <p>8.11: Identify and show the relevance of foreshadowing clues.</p> <p>8.12: Identify sensory details and figurative language.</p> <p>8.14: Make judgments about setting, characters, and events and support them with evidence from the text.</p> <p>8.15: Locate facts that answer the reader's questions.</p> <p>8.17: Distinguish fact from opinion or fiction.</p>	<p>22, 23, 44, 53, 70, 92, 116 65b, 130-133, 134-137 50, 74, 94, 98, 99, 100, 103, 105 62-65, 84-87, 108-111, 116-127 124, 125</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>22, 36, 37, 44, 62, 63, 70, 84, 85, 92, 108, 109, 116, 130</p>
	<p>Standard 12: Fiction</p> <p>12.2: Identify and analyze the elements of plot, character, and setting in the stories they read and write.</p>	<p>50, 74, 94, 98, 99, 100, 103, 105</p>
	<p>Standard 13: Nonfiction</p> <p>13.6: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary).</p> <p>13.7: Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).</p> <p>13.9: Locate facts that answer the reader's questions.</p> <p>13.11: Distinguish fact from opinion or fiction.</p>	<p>130, 133 116 62-65, 84-87, 108-111, 116-127 124, 125</p>
	<p>Standard 14: Poetry</p> <p>14.2: Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p>	<p>130-133, 134-137</p>
	<p>Standard 15: Style and Language</p> <p>15.2: Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</p>	<p>65b, 130-133, 134-137</p>
	<p>Standard 19: Writing</p> <p>19.9: Write stories that have a beginning, middle, and end and contain details of setting.</p>	<p>39g-39h, 65g-65h, 87g-87h, 133g-133h, 139a-139f, 139g-139h 130-133, 134-137</p>

	<p>19.10: Write short poems that contain simple sense details.</p> <p>19.11: Write brief summaries of information gathered through research.</p> <p>19.13: Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p>	<p>39k, 65k, 87k, 87l, 111k, 133k</p> <p>39g-39h, 133g-133h, 139a-139h</p>
	<p>Standard 20: Consideration of Audience and Purpose</p> <p>20.2: Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p>	<p>39g-39h, 65g-65h, 87g-87h, 111g-111h, 133g-133h, 139a-139h</p>
	<p>Standard 21: Revising</p> <p>21.2: Revise writing to improve level of detail after determining what could be added or deleted.</p>	<p>39h, 65h, 87h, 111h, 133h, 139b, 139d, 139h</p>
	<p>Standard 23: Organizing Ideas in Writing</p> <p>23.3: Organize plot events of a story in an order that leads to a climax.</p> <p>23.5: Organize ideas for an account of personal experience in a way that makes sense.</p>	<p>39g-39h, 65g-65h, 87g-87h, 133g-133h, 139a-139f, 139g-139h</p> <p>39g-39h, 133g-133h, 139a-139h</p>
	<p>Standard 24: Research</p> <p>24.2: Identify and apply steps in conducting and reporting research:</p>	<p>39k, 65k, 87k, 87l, 111k, 133k,</p>
<p>Content Connections</p>	<p>Science:</p> <p>Week 5:</p> <p>Standard: Earth Science</p> <p>Sierra Nevada SF TE p. 119</p> <p>Types of Rocks SF TE p. 121</p> <p>Glaciers SF TE p. 125</p> <p>Redwood Forest SF TE p. 131</p>	<p>Social Studies:</p> <p>Week 1:</p> <p>Standard: History</p> <p>European Influence SF TE p. 25</p> <p>Standard: Economics</p> <p>Geography of the Southwest SF TE p. 29</p> <p>Week 2:</p> <p>Standard: History</p> <p>Lewis and Clark SF TE p. 47</p> <p>Standard: Geography</p> <p>Climate of the Midwest SF TE p. 51</p> <p>Standard: Economics</p> <p>Barter System SF TE p. 57</p> <p>Western Expansion SF TE p. 63</p> <p>Week 3:</p>

		<p>Standard: Geography California's Geography SF TE p. 73 Standard: History San Francisco SF TE p. 75 Wartime Conditions SF TE p.79 Week 4: Standard: Geography Geography of the Southwest SF TEp.95 Standard: Economics Ranches of the Southwest SF TE p.103</p>
<p>Assessment</p>	<p>Required: Scott Foresman <i>Reading Street</i> Unit 1 Benchmark Test</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>	