

Reading Curriculum Correlation Map: Grade 4 Unit 2		Falmouth Public Schools
<b>UNIT 2:</b> <i>Timeframe: Mid-October to Start of December</i>	<b>THEME: Work and Play</b> <b>CONCEPT QUESTION: What is the value of work and play?</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> 4.9: Identify the meaning of common prefixes (un-, re-, dis-).  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.	144-145, 151, 161c, 190-191, 199, 211c  150, 198, 204, 222, 246, 250, 254  202, 224, 226  231  239c, 242b, 252
	<b>Standard 5: Structure and Origins of Modern English</b> 5.6: Identify the four basic parts of speech (adjective, noun, verb, adverb).	187d-187f, 211d-211f
	<b>Standard 7: Beginning Reading</b> 7.8: Use letter-sound knowledge to decode written English.  7.9: Read grade-appropriate imaginative/literary and informational/expository text with comprehension.	211i-211j, 239i-239j, 259i-259j  146-155, 166-183, 192-207, 216-232, 244-255
	<b>Standard 8: Understanding a Text</b> 8.11: Identify and show the relevance of foreshadowing clues.  8.12: Identify sensory details and figurative language.  8.15: Locate facts that answer the reader's questions.  8.17: Distinguish fact from opinion or fiction.  8.18: Summarize main ideas and supporting details.	146, 166, 192, 216, 244, 251  158-161, 260-263  186, 210-211, 216-231, 244-255, 258-259  212l-212m, 212-213, 218, 219, 223, 224, 226, 227, 228, 229, 232, 233, 239b 240-241, 250, 251, 254, 255

	<p><b>Standard 10: Genre</b>  10.2: Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.</p>	146, 166, 186, 192, 210, 216, 236, 244, 258, 259
	<p><b>Standard 12: Fiction</b>  12.2: Identify and analyze the elements of plot, character, and setting in the stories they read and write.</p>	146-161, 166-187, 192-207, 216-239, 244-259
	<p><b>Standard 13: Nonfiction</b>  13.6: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary).   13.7: Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).   13.9: Locate facts that answer the reader’s questions.   13.11: Distinguish fact from opinion or fiction.   13.12: Summarize main ideas and supporting details.</p>	236, 258, 259  161l, 216, 239l, 244  186, 210-211, 216-231, 244-255, 258-259  212l-212m, 212-213, 218, 219, 223, 224, 226, 227, 228, 229, 232, 233, 239b  240-241, 250, 251, 254, 255
	<p><b>Standard 14: Poetry</b>  14.2: Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p>	158-161, 260-263
	<p><b>Standard 19: Writing</b>  19.9: Write stories that have a beginning, middle, and end and contain details of setting.  19.11: Write brief summaries of information gathered through research.  19.12: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.</p>	161k, 211g-211h  161k, 187k, 211k, 239k, 259k  259g-259h
	<p><b>Standard 20: Consideration of Audience and Purpose</b></p>	161g-161h, 187g-187h, 211g-211h, 239g-239h, 259g-259h,

	20.2: Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).	265a-265h
	<b>Standard 21: Revising</b> 21.2: Revise writing to improve level of detail after determining what could be added or deleted.	161h, 187h, 211h, 239h, 259h, 265b, 265d, 265h
	<b>Standard 24: Research</b> 24.2: Identify and apply steps in conducting and reporting research:	161k, 187k, 211k, 239k, 259k
<b>Content Connections</b>	<b>Science:</b>	<p><b>Social Studies:</b></p> <p><b>Week 1:</b>  <b>Standard: History</b>  Women’s Rights SF TE p.153  <b>Standards: Civics, Government</b>  Title IX SF TE p. 153  Basketball Beginnings SF TE p. 159</p> <p><b>Social Studies:</b></p> <p><b>Week 2:</b>  <b>Standard: History</b>  Spanish Explorers SF TE p. 173  Hispanic Cowboys SF TE p. 179  <b>Standards: Civics, Government</b>  History of Newspapers SF TE p. 187</p> <p><b>Week 3:</b>  <b>Standards: History, Government</b>  The Gambia SF TE p. 203  Trinidad SF TE p. 205</p> <p><b>Week 4:</b>  <b>Standards: Geography, History</b>  Minnesota SF TE p. 219  Bookkeeper’s Job SF TE p. 227  Child Labor Laws SF TE p. 229</p> <p><b>Week 5:</b>  <b>Standards: History, Government</b>  The Secret Service SF TE p. 247  The Executive Branch SF TE p. 249  FDR’s New Deal SF TE p. 253</p>

<b>Assessment</b>	<p><b>Required:</b>  Scott Foresman <i>Reading Street</i> Unit 2 Benchmark Test</p> <p><b>Other:</b>  Scott Foresman <i>Reading Street</i> Selection Tests  Scott Foresman <i>Reading Street</i> Fresh Reads  CBM (School specific: as needed)</p>
<b>Resources</b>	<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>

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