

Reading Curriculum Correlation Map: Grade 4 Unit 4		Falmouth Public Schools
UNIT 4: Timeframe: February to Mid-March	THEME: Puzzles and Mysteries CONCEPT QUESTION: Is there an explanation for everything?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks)	<b>Standard 4: Vocabulary and Concept Development</b> 4.10: Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words. 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	418b, 468, 479, 487c  400, 404, 408, 427, 428, 448, 456, 460, 478, 507b  394, 395, 404, 405, 415c, 418, 419, 426, 427, 430, 439c, 458, 468b, 490, 494, 495, 507c  270-271, 277, 291c, 316b  394, 395, 415c, 490-491, 507c, 487l
	<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	439i-439j, 465i-465j, 487i-487j  396-409, 420-433, 444-461, 470-481, 492-500
	<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.  8.14: Make judgments about setting, characters, and events and support them with evidence from the text.  8.15: Locate facts that answer the reader's questions.  8.16: Distinguish cause from effect.	392, 396, 403, 407, 408, 409, 420, 444, 451, 470, 492  464-465, 508-511  401, 440l-440m, 440-441, 449, 455, 456b, 459, 465b, 488l-488m, 488-489, 496, 497, 500, 501, 507b  412-415, 420-433, 436-439, 470-481, 484-487, 504, 507  466l-466m
	<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.	396, 412, 413, 420, 436, 437, 444, 470, 492, 504

	<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>	401, 440l-440m, 440-441, 449, 455, 456b, 459, 465b, 488l-488m, 488-489, 496, 497, 500, 501, 507b
	<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   13.10: Distinguish cause from effect.</p>	436, 437, 484  412, 420, 470  412-415, 420-433, 436-439, 470-481, 484-487, 504, 507  466l-466m
	<p><b>Standard 14: Poetry</b>  14.2: Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p>	464-465, 508-511
	<p><b>Standard 17: Dramatic Literature</b>  17.2: Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.</p>	444-461, 462
	<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.</p>	415g-415h, 487g-487h, 507g-507h 415k, 439k, 465k, 487k, 507g-507h, 507k
	<p><b>Standard 20: Consideration of Audience and Purpose</b>  20.2: Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p>	415g-415h, 439g-439h, 465g-465h, 487g-487h, 507g-507h, 513a-513h
	<p><b>Standard 21: Revising</b>  21.2: Revise writing to improve level of detail after determining what could be added or deleted.</p>	415h, 439h, 465h, 487h, 507h, 513b, 513d, 513h

	<p><b>Standard 23: Organizing Ideas in Writing</b> 23.3: Organize plot events of a story in an order that leads to a climax.</p>	415g-415h, 487g-487h, 507g-507h
	<p><b>Standard 24: Research</b> 24.2: Identify and apply steps in conducting and reporting research</p>	415k, 439k, 465k, 487k, 507k
<b>Content Connections</b>	<p><b>Science:</b> <b>Week 1:</b> <b>Standard: Life Science</b> Breathing SF TE p. 399 Illusions SF TE p. 405 Dai Vernon SF TE p. 413</p> <p><b>Science:</b> <b>Week 2:</b> <b>Standard: Life Science</b> Animal Characteristics SF TE p. 425 Animal Survival SF TE p. 431 Food Web SF TE p. 437 Habitat SF TE p. 439</p> <p><b>Week 3:</b> <b>Standard: Physical Science</b> Inventing Super Glue SF TE p.459 Kitchen Chemistry SF TE p. 465</p> <p><b>Week 5:</b> <b>Standard: Life Science</b> Salamanders SF TE p. 495</p>	<p><b>Social Studies:</b> <b>Week 4:</b> <b>Standards: History, Government</b> Napoleon Bonaparte SF TE p. 475 The Rosetta Stone SF TE p. 479</p>

<b>Assessment</b>	<p><b>Required:</b>  Scott Foresman <i>Reading Street</i> Unit 4 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)</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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