

Reading Curriculum Correlation Map: Grade 5 Unit 2		Falmouth Public Schools
<b>UNIT 2:</b> <i>Timeframe: Mid-October to Start of December</i>	<b>THEME: Doing the Right Thing</b> <b>CONCEPT QUESTION: What makes people want to do the right thing?</b>	<b>READING STREET</b> <b>(Page #s)</b>
<b>Assessed Targeted Standards (MA ELA Frameworks and Grade 5 Supplement)</b>	<b>Standard 4: Vocabulary and Concept Development</b> 4.17: Determine the meaning of unfamiliar words using context clues (definition, example). 4.18: Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	210, 218, 232b 144-145, 155, 161c, 188-189, 195, 207c
	<b>Standard 5: Structure and Origins of Modern English</b> 5.9: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).  5.10: Expand or reduce sentences (adding or deleting modifiers, combining or de-combining sentences).  5.11: Identify verb phrases and verb tenses.  5.12: Recognize that a word performs different functions according to its position in the sentence.	161e-161f, 185e-185f, 207e-207f, 229e-229f  161g, 185g, 207g, 229g, 253g  207e-207f, 229e-229f  161e-161f, 185e-185f, 207e-207f, 229e-229f
	<b>Standard 8: Understanding a Text</b> 8.19: Identify and analyze sensory details and figurative language. <b>Supplement:</b> 8.2: Identify and draw conclusions from the author's use of description of setting, characters, and events  8.22: Identify and analyze main ideas, supporting ideas, and supporting details.	234-247, 254-257  148, 150, 194, 236, 237, 256  142-161, 162-185, 186-207, 208-229, 230-253
	<b>Standard 9: Making Connections</b> 9.4: Relate a literary work to information about its setting.	148, 150, 194, 256

	<p><b>Standard 10: Genre</b> 10.3: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.</p>	146, 160, 166, 180, 190, 206, 212, 226, 234, 250
	<p><b>Standard 11: Theme</b> 11.3: Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.</p>	207, 236, 237, 257
	<p><b>Standard 12: Fiction</b> 12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict). <b>Supplement:</b> 12.2: Identify personality traits of characters, and how their thoughts, words, and actions reveal their personalities.  12.3: Describe how main characters change over time</p>	<p>148, 150, 194, 236, 237, 256</p> <p>148, 150, 194, 256</p> <p>148, 150, 194, 256</p>
	<p><b>Standard 13: Nonfiction</b> 13.13: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).  13.14: Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).  13.15: Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).</p>	<p>180, 184, 226</p> <p>146, 166, 190, 206, 226, 234, 253I</p> <p>180, 184, 226</p>
	<p><b>Standard 14: Poetry</b> 14.3: Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p>	239, 254, 256
	<p><b>Standard 15: Style and Language</b> 15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>	158, 178, 204, 224, 248, 253h

	<p><b>Standard 19: Writing</b>  19.14: Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).</p> <p>19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.</p>	<p>185g-185h, 207g-207h, 207k, 253g-253h</p> <p>259a-259h</p>
	<p><b>Standard 20: Consideration of Audience and Purpose</b>  20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p>	<p>161g-161h, 185g-185h, 207g-207h, 229g-229h, 253g-253h, 259a-259h</p>
	<p><b>Standard 21: Revising</b>  21.4: Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p>	<p>161h, 185h, 207h, 229h, 253h, 259d, 259h</p>
	<p><b>Standard 22: Standard English Conventions</b>  22.7: Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</p>	<p>161h, 185h, 207h, 229h, 253h, 259c-259d, 259e, 259h</p>
	<p><b>Standard 23: Organizing Ideas in Writing</b>  23.6: Decide on the placement of descriptive details about setting, characters, and events in stories.</p> <p>23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>	<p>207g-207h, 207k</p> <p>161h, 185h, 207h, 229h, 253h, 259c-259d</p>
	<p><b>Standard 24: Research</b>  24.3: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>• use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);</li> </ul>	<p>161k, 185k, 207k, 229k, 229l, 253k</p> <p>161k, 185k, 207k, 229k, 229l, 253k</p>

<p><b>Content Connections</b></p>	<p><b>Science:</b>  <b>Week 4 :</b>  <b>Standard : Life Science</b>          Animal Habitats SF TE p. 215          Roots and Shoots SF TE p. 221          Ecosystems SF TE p. 227</p>	<p><b>Social Studies:</b>  <b>Week: 1</b>  <b>Standard: Civics and Government</b>          Migrant Workers SF TE p. 149          U. S. Constitution SF TE p. 155          World Kindness Movement SF TE p. 161  <b>Week: 2</b>  <b>Standards: History, Civics and Government</b>          World War II SF TE p. 169          Diplomacy SF TE p. 175  <b>Week 3:</b>  <b>Standards: History, Civics and Government</b>          Chinese Family Customs SF TE p. 195          Jade SF TE p. 201          Aesop’s Fables SF TE p. 207  <b>Week 5:</b>  <b>Standard: History</b>          Boston, MA SF TE p. 237          Old North Church SF TE p. 239          Freedom Trail SF TE p. 245</p>
<p><b>Assessment</b></p>	<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 (Curriculum Based Measurement)          )</p>	

<b>Resources</b>	<b>Classroom Resources:</b> Scott Foresman Reading <i>Street</i> Leveled Readers <b>Web:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> <a href="http://www.fcrr.org">www.fcrr.org</a> <b>Other:</b> School-based Literacy Closet/Book Room
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