

| Reading Curriculum Correlation Map: Grade 5 Unit 3                            |  | Falmouth Public Schools  |
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| <b>UNIT 3:</b><br><i>Timeframe: December to Start of February</i>             | <b>THEME: Inventors and Artists</b><br><b>CONCEPT QUESTION: What do people gain from the work of inventors and artists?</b>  | <b>READING STREET</b><br><b>(Page #s)</b>  |
| <b>Assessed Targeted Standards (MA ELA Frameworks and Grade 5 Supplement)</b> | <b>Standard 4: Vocabulary and Concept Development</b><br>4.17: Determine the meaning of unfamiliar words using context clues (definition, example).<br>4.18: Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.  | 264, 274, 275, 287c, 318, 330, 331, 345c, 348, 363c, 366b<br>290-291, 297, 305, 315c, 366-367, 373, 383c   |
|   | <b>Standard 5: Structure and Origins of Modern English</b><br>5.9: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).<br><br>5.10: Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).<br><br>5.11: Identify verb phrases and verb tenses.<br><br>5.12: Recognize that a word performs different functions according to its position in the sentence. | 287e-287f, 315e-315f, 345e-345f, 363e-363f, 383e-383f<br>287g, 315g, 345g, 363g, 383g-383h<br><br>287e-287f, 315e-315f, 345e-345f, 363e-363f<br><br>287e-287f, 315e-315f, 345e-345f, 363e-363f |
|   | <b>Standard 8: Understanding a Text Supplement:</b><br>8.1: Identify and draw conclusions from the author's use of sensory details.<br><br>8.2: Identify and draw conclusions from the author's use of description of setting, characters, and events.<br><br>8.3: Identify and analyze main ideas and supporting details  | 360-363, 384-387<br><br>148, 150, 194, 236, 237, 256<br><br>170, 231, 236  |
|   | <b>Standard 9: Making Connections</b><br>9.4: Relate a literary work to information about its setting.   | 268, 270, 306, 322, 326  |
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|  | <p><b>Standard 10: Genre</b><br/>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>  | 266, 282, 292, 312, 320, 340, 350, 360, 368, 380  |
|  | <p><b>Standard 11: Theme</b><br/>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>   | 262-287, 288-315, 346-363, 364-383  |
|  | <p><b>Standard 12: Fiction</b><br/><b>Supplement:</b><br/>12.1: Identify the elements of setting, characterization, conflict, and plot structure.<br/><br/>12.2: Identify personality traits of characters, and how their thoughts, words, and actions reveal their personalities.<br/><br/>12.3: Describe how main characters change over time.</p>  | 268, 270, 306, 322, 326<br>268, 270, 306, 322, 326<br>268, 270, 306, 322, 326   |
|  | <p><b>Standard 13: Nonfiction</b><br/>13.13: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).<br/><br/>13.14: Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).<br/><br/>13.15: Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).<br/><br/>13.17: Identify and analyze main ideas, supporting ideas, and supporting details.</p> | 312, 340, 344, 380<br>266, 282, 292, 312, 320, 350, 360, 368<br>312, 340, 344, 380<br>288, 294, 295, 298, 299, 300, 306, 307, 310, 313, 315b, 324, 325, 334, 346, 347, 352, 353, 354, 357, 358, 361, 363, 363b, 370 |
|  | <p><b>Standard 15: Style and Language</b><br/>15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>   | 280, 310, 338, 358, 378, 383h   |
|  | <p><b>Standard 17: Dramatic Literature</b></p>  |   |

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|                            | 17.3: Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform.   | 266-279, 280  |
|                            | <b>Standard 19: Writing</b><br>19.14: Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).  | 345g-345h   |
|                            | <b>Standard 20: Consideration of Audience and Purpose</b><br>20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.  | 287g-287h, 315g-315h, 345g-345h, 363g-363h, 383g-383h, 389a-389h  |
|                            | <b>Standard 21: Revising</b><br>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.  | 287h, 315h, 345h, 363h, 383h, 389d, 389h  |
|                            | <b>Standard 22: Standard English Conventions</b><br>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. | 287h, 315h, 345h, 363h, 383h, 389c-389d, 389e, 389h   |
|                            | <b>Standard 23: Organizing Ideas in Writing</b><br>23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.   | 287h, 315h, 345h, 363h, 383h, 389c-389d   |
|                            | <b>Standard 24: Research</b><br>24.3: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:   | 161k, 185k, 207k, 229k, 229l, 253k  |
| <b>Content Connections</b> | <b>Science:</b><br><b>Week 1:</b><br><b>Standard: Technology and Engineering</b><br>The First Flight SF TE p. 269<br>Scientific Process SF TE p. 275<br><b>Standard: Life Science</b>   | <b>Social Studies:</b><br><b>Week 2:</b><br><b>Standards: History, Economics</b><br>The Renaissance SF TE p. 297<br>The Medici Family SF TE p. 299<br>daVinci's Inventions SF TE p. 307 |

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|                          | <p>Insects SF TE p. 283<br/> <b>Week 3</b><br/> <b>Standard: Earth and Space</b><br/> Fossils SF TE p. 331<br/> Dinosaur Extinction SF TE p. 325<br/> Crystal Palace SF TE p. 335<br/> Paleontology SF TE p. 345</p>  | <p><b>Week 4:</b><br/> <b>Standard: History</b><br/> Roots and Blues Music SF TE p. 353<br/> Blues Artists SF TE p. 354<br/> Boy's Choir of Harlem SF TE p. 361<br/> <b>Week 5:</b><br/> <b>Standard: Economics</b><br/> Careers SF TE p. 371<br/> Blue Screen Technology SF TE p. 375</p> |
| <p><b>Assessment</b></p> | <p><b>Required:</b><br/> Scott Foresman <i>Reading Street</i> Unit 3 Benchmark Test</p> <p><b>Other:</b><br/> Scott Foresman <i>Reading Street</i> Selection Tests<br/> Scott Foresman <i>Reading Street</i> Fresh Reads<br/> CBM (Curriculum Based Measurement)</p>  |  |
| <p><b>Resources</b></p>  | <p><b>Classroom Resources:</b><br/> Scott Foresman <i>Reading Street</i><br/> Leveled Readers</p> <p><b>Web:</b><br/> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a><br/> <a href="http://www.fcrr.org">www.fcrr.org</a></p> <p><b>Other:</b><br/> School-based Literacy Closet/Book Room</p> |  |