

Reading Curriculum Correlation Map: Grade 5 Unit 4		Falmouth Public Schools
UNIT 4: Timeframe: February to Mid-March	THEME: Adapting CONCEPT QUESTION: How do people and animals adapt to different situations?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks and Grade 5 Supplement)	Standard 4: Vocabulary and Concept Development 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.	414, 424, 425, 435c, 438, 446, 447, 457c, 460, 472, 473, 474, 483c 486-487, 503c
	Standard 5: Structure and Origins of Modern English 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 decombining sentences).	411e-411f, 457e-457f, 483e-483f, 503e-503f 287g, 315g, 345g, 363g, 383g-383h
	Standard 8: Understanding a Text Supplement: 8.1: Identify and draw conclusions from the author’s use of sensory details. 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.	410-411, 504-507 398, 400, 464, 468, 474, 492, 505 392-411, 413-435, 436-457, 458-483, 484-503
	Standard 9: Making Connections 9.4: Relate a literary work to information about its setting.	400, 464, 468, 474, 492, 505
	Standard 10: Genre 10.3: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes	396, 410, 416, 434, 440, 454, 462, 480, 488, 500
	Standard 11: Theme 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.	392-411, 413-435, 436-457, 458-483, 484-503

	<p>Standard 12: Fiction Supplement: 12.1: Identify the elements of setting, characterization, conflict, and plot structure. 12.2: Identify personality traits of characters, and how their thoughts, words, and actions reveal their personalities.</p> <p>Standard 12: Fiction 12.3: Describe how main characters change over time.</p>	<p>398, 400, 464, 468, 474, 492, 505</p> <p>400, 464, 468, 474, 492, 505</p> <p>400, 464, 468, 474, 492, 505</p>
	<p>Standard 13: Nonfiction 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>434, 454</p> <p>396, 410, 416, 434, 454, 462, 480, 488, 503l</p> <p>434, 454</p>
	<p>Standard 14: Poetry 14.3: Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p>	<p>399, 505, 410-411, 504-507</p>
	<p>Standard 15: Style and Language 15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>	<p>408, 432, 452, 478, 498, 503h</p>
	<p>Standard 17: Dramatic Literature 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.</p>	<p>462-477, 478</p>
	<p>Standard 19: Writing 19.14: Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution). 19.15: Write poems using poetic techniques (alliteration, onomatopoeia),</p>	<p>435g-435h, 457g, 457h, 509a, 509h</p> <p>504-507</p>

	<p>figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p> <p>Standard 20: Consideration of Audience and Purpose 20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p> <p>Standard 21: Revising 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>411g, 411h, 435g, 435h, 457g, 457h, 483g, 483h, 503g, 503h, 509a, 509h</p> <p>411h, 435h, 457h, 483h, 503h, 509d, 509h</p>
	<p>Standard 22: Standard English Conventions 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>411h, 435h, 457h, 483h, 503h, 509c, 509d, 509e, 509h</p>
	<p>Standard 23: Organizing Ideas in Writing 23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>	<p>411h, 435h, 457h, 483h, 503h, 509c, 509d</p>
	<p>Standard 24: Research 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>	<p>411k, 435k, 435l, 457k, 483k, 503k</p>
Content Connections	<p>Science: Week 2: Standard: Life Science Polio SF TE p. 419 Nervous System SF TE p. 421 Standard: Technology and Engineering Assistive Technology SF TE p. 425 Standard: Life Science Human Eye SF TE p. 435</p>	<p>Social Studies: Week 1: Standards: Civics and Government Declaration of Independence SF TE p. 399 Amish Culture SF TE p. 405 African American Authors SF TE p. 411 Week 4: Standards: Economics, Civics and Government Moving SF TE p. 467</p>

	<p>Week 3: Standard: Life Science Biomes SF TE p. 445 Human Adaptation SF TE p. 449 Animal Experiments SF TE p. 455</p>	<p>E-mail SF TE p. 471 Friendship SF TE p. 473 Week 5: Standard: Civics and Government Gymnastics SF TE p. 491 Nadia Comaneci SF TE p. 495</p>
<p>Assessment</p>	<p>Required: Scott Foresman <i>Reading Street</i> Unit 4 Benchmark Test</p> <p>Other: Scott Foresman <i>Reading Street</i> Selection Tests Scott Foresman <i>Reading Street</i> Fresh Reads CBM (Curriculum Based Measurement)</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>	