

Reading Curriculum Correlation Map: Grade 6 Unit 1		Falmouth Public Schools
UNIT 1: Timeframe: September to Mid-October	THEME: Loyalty and Respect CONCEPT QUESTION: What draws us to people and things around us and makes us care?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks)	<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.	44, 68, 74, 75, 87c  20b, 20, 41c, 44b, 44, 56, 57, 65c, 68b, 90, 91, 111c, 114, 115, 137c
	<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 decombining sentences).  5.12: Recognize that a word performs different functions according to its position in the sentence.  5.14: Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).	87c, 111e-111f, 143e-143f  41g, 65g, 87g, 111g, 137g  143e-143f  41e-41f, 87e-87f, 111e-111f
	<b>Standard 8: Understanding a Text</b> 8.19: Identify and analyze sensory details and figurative language.  8.20: Identify and analyze the author's use of dialogue and description.	140  55, 75
	<b>Standard 9: Making Connections</b> 9.4: Relate a literary work to information about its setting.	18, 19, 22, 23, 24, 25, 26, 27, 28, 32, 35, 36, 39, 41b, 74, 122

	<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>	22-34, 38-41, 46-61, 64-65, 70-83, 86-87, 92-111, 116-131, 134-135, 138-141
	<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>	138
	<p><b>Standard 12: Fiction</b> 12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict).</p>	18, 19, 24, 25, 26, 27, 32, 34, 35, 36, 39, 41b, 42, 43, 48, 49, 50, 54, 55, 58, 59, 62, 65b, 74, 78, 79, 122, 140, 226, 228
	<p><b>Standard 13: Nonfiction</b> 13.13: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).</p>	38, 64, 86, 108, 134
	<p><b>Standard 15: Style and Language</b> 15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.  15.4: Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p>	75  55, 129
	<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>	41g-41h, 87g-87h, 137g-137h, 143a-143h
	<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>	41g-41h, 65g-65h, 87g-87h, 111g-111h, 137g-137h, 143a-143h
	<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>	41h, 65h, 87h, 111h, 137h, 143d
	<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</p>	41h, 65h, 87h, 111h, 137h, 143c, 143d, 143e

	<p>sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</p>	
	<p><b>Standard 23: Organizing Ideas in Writing</b>  23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>	<p>41k, 65k, 87k, 111g-111h, 137k</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>	<p>41k, 65k, 65l, 87, 87k, 87l, 111k, 137k, 137l, 411l</p>
<p><b>Content Connections</b></p>	<p><b>Science:</b>  <b>Week 4:</b>  <b>Standard: Earth and Space</b>  Temperate Rain Forests SF TE p. 95  Plants Living on Plants SF TE p. 97  Mercury Pollution SF TE p. 103  <b>Week 5:</b>  <b>Standard: Life Science</b>  Crow Behavior SF TE p. 119  Talking Birds SF TE p. 121  Bandit Crows SF TE p. 125  Parrots SF TE p. 135  Elephants SF TE p. 137</p>	<p><b>Social Studies:</b>  <b>Week 1:</b>  <b>Standard: History</b>  Log Cabins SF TE p. 25  Self Sufficiency SF TE p. 29  Security Dogs SF TE p. 39  <b>Week 2:</b>  <b>Standard: Civics and Government</b>  Famous Harlem Residents SF TE p. 49  Woodrow Wilson SF TE p. 55  Langston Hughes SF TE p. 65  <b>Week 3:</b>  <b>Standard: Civics and Government</b>  Cuban Immigration SF TE p. 73  Cuban Culture SF TE p. 79</p>

<b>Assessment</b>	<p><b>Required:</b>  Scott Foresman <i>Reading Street</i> Unit 1 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>	<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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