

Reading Curriculum Correlation Map: Grade 6 Unit 2		Falmouth Public Schools
<b>UNIT 2:</b> <i>Timeframe: Mid-October to Start of December</i>	<b>THEME: Space and Time</b> <b>CONCEPT QUESTION: Why might things far away and long ago be important to us now?</b>	<b>READING STREET</b> <b>(Page #s)</b>
<b>Assessed Targeted Standards (MA ELA Frameworks)</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.	222, 230, 231, 243c  148, 149, 167c, 170, 171, 193c, 196b, 246, 265c
	<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  161g, 185g, 207g, 229g, 253g  167e-167f, 193e-193f, 219e-219f, 265e-265f  193e-193f
	<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  193b
	<b>Standard 9: Making Connections</b> 9.4: Relate a literary work to information about its setting.	202, 269

	<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>	150-167, 172-187, 190-193, 198-213, 217-219, 224-237, 240-243, 248-261, 264-265, 266-269
	<p><b>Standard 12: Fiction</b> 12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict).</p>	202, 269
	<p><b>Standard 13: Nonfiction</b> 13.13: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).  13.15: Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).  13.17: Identify and analyze main ideas, supporting ideas, and supporting details.</p>	164, 190, 217, 264  182, 204, 205, 214, 215, 219  146l-146m, 146-147, 153, 159, 161, 165, 168l-168m, 168-169, 175, 183, 193, 193b, 244l-244m, 253
	<p><b>Standard 19: Writing</b> 19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.</p>	271a-271h
	<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>	167g-167h, 193g-193h, 219g-219h, 243g-243h, 265g-265h, 271a-271h
	<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>	167h, 193h, 219h, 243h, 265h, 271d
	<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>	167h, 193h, 219h, 243h, 265h, 271c, 271d, 271e

	<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>	193g-193h, 243k, 264g-264h, 271a-271h
	<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>	167k, 193k, 219, 219k, 219l, 243k, 243l, 265k, 265l
<b>Content Connections</b>	<p><b>Science:</b>  <b>Week 1:</b>  <b>Standard: Earth and Space</b>  The Telescope Satellite SF TE p. 153  How Stars Are Named SF TE p. 155  <b>Week 2:</b>  <b>Standard: Earth and Space</b>  Triassic Dinosaurs SF TE 175  Global Warming SF TE p. 177  Testing Hypotheses SF TE p. 183  Careers in Science SF TE p. 191  <b>Week 4:</b>  <b>Standard: Earth and Space</b>  First Men on the Moon SF TE p. 227  The “Seas” of the Moon SF TE p. 229  The Moon SF TE p. 231  Zoos SF TE p. 241</p>	<p><b>Social Studies:</b>  <b>Week 3:</b>  <b>Standard: Economics</b>  Technology and Culture SF TE p. 201  Gender Roles SF TE p. 207  Careers Then and Now SF TE p. 211  <b>Week 5:</b>  <b>Standards: History, Civics and Government</b>  The Pharaohs SF TE p. 251  Life of the Common People SF TE p. 253  Egypt and Other Nations SF TE p. 259  Rosetta SF TE p. 265</p>

<b>Assessment</b>	<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>	<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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