

Reading Curriculum Correlation Map: Grade 6 Unit 3		Falmouth Public Schools
<b>UNIT 3:</b> <i>Timeframe: December to Start of February</i>	<b>THEME: Challenge and Obstacles</b> <b>CONCEPT QUESTION: How are the results of our efforts sometimes greater than we expect?</b>	<b>READING STREET</b> <b>(Page #s)</b>
<b>Assessed Targeted Standards</b> <b>(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.	282, 324, 334, 335, 345c, 348, 374, 380, 390, 391, 399c  276, 277, 297c, 300, 301, 321c, 324b, 348b, 348, 349, 355, 371c
	<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).  5.11: Identify verb phrases and verb tenses.  5.12: Recognize that a word performs different functions according to its position in the sentence.	297e-297f, 321e-321f, 371e-371f, 399e-399f  297g, 321g, 345g, 371g, 399g  297e-297f, 321e-321f, 371e-371f  297e-297f, 321e-321f, 371e-371f
	<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.	289, 297b, 313, 321b  359, 371b
	<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.	278-291, 294-295, 302-315, 318-321, 326-329, 342-345, 350-363, 366-371, 376-395, 400-403

	<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>	312, 384, 402
	<p><b>Standard 12: Fiction</b> 12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict).</p>	284, 285, 286, 356, 360
	<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>	294, 318, 342, 398  345l  372, 384, 385, 389, 394, 395, 396, 399
	<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>	381, 383
	<p><b>Standard 15: Style and Language</b> 15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>	290, 297b, 313, 321b, 371b, 383
	<p><b>Standard 16: Myth, Traditional Narrative, and Classical Literature</b> 16.7: Compare traditional literature from different cultures.  16.8: Identify common structures (magic helper, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile) in traditional literature.</p>	350-363, 366-371, 371k  359, 364, 366, 371
	<p><b>Standard 17: Dramatic Literature</b> 17.3: Identify and analyze structural elements particular to dramatic literature</p>	376-395

	(scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform.	
	<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>399k</p> <p>405a-h</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>	297g-297h, 321g-321h, 345g-345h, 371g-371h, 399g-399h, 405a-405h
	<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>	297h, 321h, 345h, 371h, 399h, 405d
	<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>	297h, 321h, 345h, 371h, 399h, 405c, 405d, 405e
	<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>	297g-297h, 321g-321h, 345g-345h, 399g-399h, 405a-405h
	<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>	297k, 321k, 321l, 345k, 371k, 399k, 399l

<p><b>Content Connections</b></p>	<p><b>Science:</b></p> <p><b>Week 1:</b>  <b>Standard: Earth and Space</b>  The Fire Triangle SF TE p. 289  Flint SF Te p. 285  <b>Standard: Life Science</b>  Porcupines SF TE p. 281  Edible and Poisonous Plants SF TE p. 295  <b>Week 3:</b>  <b>Standard: Earth and Space</b>  Swim Stroke Glossary SF TE p. 331  Sea of Japan SF TE p. 335  Riptides SF TE p. 337  <b>Week 5:</b>  <b>Standard: Technology and Engineering</b>  The Blackwell Family SF TE p. 379  Hippocratic Oath SF TE p. 383  Understanding Infections SF TE p. 389  Vaccines SF TE p. 393</p>	<p><b>Social Studies;</b></p> <p><b>Week 2:</b>  <b>Standards: Civics and Government, History</b>  Jim Crow Laws SF TE p. 309  African Americans in Opera SF TE p. 313  <b>Week 4:</b>  <b>Standard: History</b>  The Spanish Exploration SF TE p. 353  Spanish Influence SF TE p. 355  The Hacienda SF TE p. 359  The Mayans SF TE p. 367</p>
<p><b>Assessment</b></p>	<p><b>Required:</b>  Scott Foresman <i>Reading Street</i> Unit 3 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 <i>Reading 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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