

Reading Curriculum Correlation Map: Grade 6 Unit 5		Falmouth Public Schools
UNIT 5: Timeframe: Mid-March to Start of May	THEME: Resources CONCEPT QUESTION: What are resources and why are they important to us?	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.	538, 544, 545, 561c, 564, 570, 571, 581c, 584, 592, 593, 599c, 602, 610, 611, 619c  410b, 458b, 502, 503, 515, 527c
	<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).	561e-561f, 581e-581f, 643e-643f  429g, 455g, 477g-477h, 499g, 527g
	<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.	590, 599b, 626, 643b  569
	<b>Standard 9: Making Connections</b> 9.4: Relate a literary work to information about its setting.	588, 628, 629
	<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.	540-557, 560-561, 566-577, 580-581, 586-595, 598-599, 604-613, 616-619, 624-637, 640-643, 644-647

	<p><b>Standard 12: Fiction</b> 12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict).</p>	536, 537, 542, 543, 548, 549, 555, 558, 561b, 588, 628, 629
	<p><b>Standard 13: Nonfiction</b> 13.13: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).</p> <p><b>Standard 13: Nonfiction</b> 13.14: Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).</p> <p>13.15: Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).</p> <p>13.17: Identify and analyze main ideas, supporting ideas, and supporting details.</p>	560, 616  599  606, 612, 613, 614, 619  607, 617, 619b
	<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>	580-581, 644-647
	<p><b>Standard 15: Style and Language</b> 15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>	593, 569, 599b, 643b
	<p><b>Standard 16: Myth, Traditional Narrative, and Classical Literature</b> 16.7: Compare traditional literature from different cultures.</p>	586-595, 599k
	<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>	599k

	<p>19.15: Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p> <p>19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.</p>	<p>599g-599h, 644-647</p> <p>581g-581h</p>
	<p><b>Standard 20: Consideration of Audience and Purpose</b></p> <p>20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p>	<p>561g-561h, 581g-581h, 599g-599h, 619g-619h, 643g-643h, 649a-649h</p>
	<p><b>Standard 21: Revising</b></p> <p>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>561h, 581h, 599h, 619h, 643h, 649d</p>
	<p><b>Standard 22: Standard English Conventions</b></p> <p>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>561h, 581h, 599h, 619h, 643h, 649c, 649d, 649e</p>
	<p><b>Standard 23: Organizing Ideas in Writing</b></p> <p>23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>	<p>561g-561h, 561k, 581k, 599k, 619g-619h</p>
	<p><b>Standard 24: Research</b></p> <p>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>561k, 581k, 581l, 599k, 619k, 643k, 643l</p>

<p><b>Content Connections</b></p>	<p><b>Science:</b>  <b>Week 3:</b>  <b>Standard: Life Science</b>  Animal Migration SF TE p. 589  <b>Standard: Earth and Space</b>  The Water Cycle SF TE p. 593  The American Southwest SF TE p. 599</p>	<p><b>Social Studies:</b>  <b>Week 1:</b>  <b>Standard: Economics</b>  Writing Implements SF TE p. 543  Retirement Communities SF TE p. 553  Wacky Inventions SF TE p. 561  <b>Week 2:</b>  <b>Standards: History, Civics and Government</b>  The Dust Bowl of the 1930's SF TE p. 569  The United Farm Workers of America SF TE p. 571  Nonviolent Direct Action SF TE p. 575  <b>Week 4:</b>  <b>Standard: Economics</b>  Gold as World Currency SF TE p. 607  Gold Leaf SF TE p. 611  <b>Week 5:</b>  <b>Standard: History</b>  Bagdad SF TE p. 627  Islam SF TE p. 629  Aristotle SF TE p. 635</p>
<p><b>Assessment</b></p>	<p><b>Required:</b>  Scott Foresman <i>Reading Street</i> Unit 5 Benchmark</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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