

Reading Curriculum Correlation Map: Grade 6 Unit 6		Falmouth Public Schools
UNIT 6: Timeframe: May to End of June	THEME: Exploring Cultures CONCEPT QUESTION: In what ways does one culture affect another?	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.	674, 684, 685, 697, 700, 723c, 738, 739, 749c, 752, 769c  654, 655, 664, 665, 671c, 674b
	<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).	671e-671f, 697e-697f  671g, 697g-697h, 749g, 769g
	<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.	705, 712, 713, 723b, 757, 769b, 769c, 772  734
	<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.	656-667, 676-691, 694-697, 702-717, 720-723, 728-743, 746-749, 754-761, 764-769, 770-773
	<b>Standard 12: Fiction</b> 12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict).	662, 664, 682, 706, 770

	<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>13.14: Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).</p> <p><b>Standard 13: Nonfiction</b>  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>	<p>670, 694, 720, 746, 764, 768</p> <p>768</p> <p>734</p> <p>672-697, 724-729, 750-769</p>
	<p><b>Standard 15: Style and Language</b>  15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>	<p>713, 757</p>
	<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>19.16: Write brief research reports with clear focus and supporting detail.</p>	<p>671k, 723k</p> <p>775a-775h</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>	<p>671g-671h, 697g-697h, 723g-723h, 749g-749h, 769g-769h, 775a-775h</p>
	<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>	<p>671h, 697h, 723h, 749h, 769h, 775d</p>
	<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</p>	<p>671h, 697h, 723h, 749h, 769h, 775c, 775d, 775e</p>

	<p>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><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>671g-671h, 697g-697h, 749k, 769k, 775a-775h</p> <p>671k, 697k, 723k, 723l, 749, 749k, 749l, 769k, 769l</p>
<b>Content Connections</b>	<b>Science:</b>	<p><b>Social Studies:</b></p> <p><b>Week 1:</b> <b>Standard: History</b> Cervantes' Don Quixote SF TE p. 659 Early Windmills SF TE p. 661 A World Power SF TE p. 665 The Daily Life of a Serf SF TE p. 671</p> <p><b>Week 2:</b> <b>Standard: History</b> Archaeology SF TE p. 679 The Odyssey SF TE p. 681 Greek Word Origins SF TE p. 685</p> <p><b>Week 3:</b> <b>Standard: History</b> Chopsticks SF TE p. 705 Chinese Immigration SF TE p. 707 Chinese Americans SF TE p. 713</p> <p><b>Standard: History</b> Aztec Calendar SF TE p. 731 The Founding of Tenochtitlan SF TE p. 737 Class Differences SF TE p. 739</p> <p><b>Week 5:</b> <b>Standard: History</b> Bronzeville, Chicago SF TE p. 757</p> <p><b>Standard: Economics</b> Time and Motion Studies SF TE p. 759 First Class vs. Steerage SF TE p. 765 Final Destinations SF TE p. 769</p>

<p><b>Assessment</b></p>	<p><b>Required:</b>          Scott Foresman <i>Reading Street</i> Unit 6 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>	
<p><b>Resources</b></p>	<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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