

Reading Curriculum Correlation Map: Grade K Unit 6		Falmouth Public Schools
UNIT 6: <i>Timeframe: Mid-May - End of June</i>	THEME: Building Our Homes CONCEPT QUESTION: How do homes help us survive and enjoy life?	READING STREET (Page #s)
Assessed Targeted Standards (MA ELA Frameworks)	Standard 2: Questioning, Listening, and Contributing 2.1: Contribute knowledge to class discussion in order to develop a topic for a class project.	13, 37, 45, 53, 75, 99, 107, 115, 137, 161, 169, 177, 199, 206, 225, 230, 233, 238, 241, 248, 263, 287, 295, 303, 325, 332, 351, 356, 359, 364, 367, 374
	Standard 3: Oral Presentation 3.1: Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. 3.2: Maintain focus on the topic.	13, 45, 53, 75, 107, 115, 137, 169, 177, 199, 233, 241, 263, 295, 303, 325, 359, 367 13, 45, 53, 75, 107, 115, 137, 169, 177, 199, 233, 241, 263, 270, 292, 295, 300, 303, 310, 325, 359, 367
	Standard 4: Vocabulary and Concept Development 4.2: Describe common objects and events in general and specific language.	13, 45, 53, 75, 107, 115, 137, 169, 177, 199, 233, 241, 263, 295, 303, 325, 359, 367
	Standard 5: Structure and Origins of Modern English 5.1: Use language to express spatial and temporal relationships (up, down, before, after). 5.2: Recognize that the names of things can also be the names of actions (fish, dream, run). 5.3: Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001). 5.4: Identify appropriate end marks (periods, question marks).	41, 42 348 19 205, 220, 229, 232, 247, 269, 282, 294, 309, 355

	<p>Standard 7: Beginning Reading</p> <p>7.1: Demonstrate understanding of the forms and functions of written English:</p> <ul style="list-style-type: none"> • recognize that printed materials provide information or entertaining stories; • know how to handle a book and turn the pages; • identify the covers and title page of a book; • recognize that, in English, print moves left to right across the page and from top to bottom; • recognize that written words are separated by spaces; <p>7.2: Demonstrate orally that phonemes exist and that they can be isolated and manipulated:</p> <ul style="list-style-type: none"> • identify the initial, medial, and final sounds of a word; • blend sounds to make words. <p>7.3: Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:</p> <ul style="list-style-type: none"> • know that there is a link between letters and sounds; 	<p>14-15, 76-77, 138-139, 200-201, 264-265, 326-327</p> <p>18, 31, 80, 93, 142, 155, 204, 219, 268, 281, 330, 345</p> <p>14, 76, 138, 200, 264, 326</p> <p>18, 31, 80, 93, 142, 155, 204, 219, 268, 281, 330, 345</p> <p>49, 111, 173, 237, 299, 363</p> <p>266, 288, 328, 352, 361, 369</p> <p>16, 140, 266, 288, 328, 352, 361, 369</p> <p>17, 79, 141, 203, 267, 329</p>
	<p>Standard 8: Understanding aText</p> <p>8.1: Make predictions using prior knowledge, pictures, and text.</p> <p>8.2: Retell a main event from a story heard or read.</p> <p>8.3: Ask questions about the important characters, settings, and events.</p>	<p>76, 200, 264, DI.3, DI.7, DI.9</p> <p>77, 91, 105, 217, 231, 249, 271, 279</p> <p>75, 77, 82, 83, 86, 91, 99, 108, 116, 120, 201, 206, 210, 217, 222, 225, 230, 231, 234, 238, 239, 242, 246, 248, 265, 270, 274, 279, 284, 287, 296, 304, 308, 332, 356, 364, DI.46, DI.49</p>

	<p>8.4: Make predictions about the content of the text using prior knowledge and text features (title, captions, and illustrations).</p> <p>8.5: Retell important facts from a text heard or read.</p>	<p>14, 138, 326, DI.1, DI.5, DI.11</p> <p>29, 42, 153, 158, 343</p>
	<p>Standard 10: Genre 10.1: Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature.</p>	<p>2, 25-28, 86-91, 126, 148-153, 210-217, 252, 275-278, 336-343</p>
	<p>Standard 11: Theme 11.1: Relate themes in works of fiction and nonfiction to personal experience.</p>	<p>12, 52, 74, 114, 136, 176, 198, 240, 262, 302, 324, 366, 376-377</p>
	<p>Standard 12: Fiction 12.1: Identify the elements of plot, character, and setting in a favorite story.</p>	<p>231</p>
	<p>Standard 19: Writing 19.3: Draw pictures and/or use letters or phonetically spelled words to give others information.</p>	<p>59, 103, 291</p>
Content Connections	<p>Science: Week 1: Standard: Physical Science Building Materials SF TE p.21 What is a House Made Of? SF TE p. 61 Wood or Ice SF TE p. 61 Compare and Contrast Transportation SF TE p.51 Standard: Life Science Compare Human and Animal Homes SF TE p.34 Week 2: Standard: Physical Science Parts of a Whole SF TE p. 83 Animal Cut-Outs SF TE p. 96 Build a Tool Organizer SF TE p. 105 Standard: Life Science Animal Attributes SF TE p. 113 Week 3: Standard: Earth Science</p>	<p>Social Studies: Week 1: Standard: Civics and Government What Makes a House a Home? SF TE p.43 Word Pictures SF TE p. 61 Week 3: Standard: Economics Farm Parts SF TE p. 175 Wooden Homes SF TE p. 185 Week 4: Standard: Economics Who Am I? SF TE p. 239 Construction Machines p. 249 Week 5: Standard: Economics Tools of the Trade SF TE p. 293 Under Construction SF TE p. 301 Building Careers SF TE p. 311</p>

	<p>Tree Resources SF TE p. 158 Earth's Resources SF TE p. 185 Compare and Contrast Homes SF TE p. 145 Standard: Life Science Basic Needs SF TE p. Week 4: Standard: Earth and Space Working Day or Night? SF TE p. 207 Connect the Stars SF TE p. 222 Night Versus Day SF TE p. 231 Week 5: Standard: Technology and Engineering Building a House SF TE p. 284 Week 6: Standard: Life Science Favorite Animals SF TE p. 333 Where Do Animals Live? SF TE p. 348 Where Do Animals Nest? SF TE p. 357</p>	<p>Week 6: Standard: Economics Homes Around the World SF TE p. 375</p>
<p>Assessment</p>	<p>Required: Scott Foresman <i>Reading Street</i> Unit 6 Benchmark</p>	

Resources	Classroom Resources: Scott Foresman <i>Reading Street</i> Web: www.pearsonsuccessnet.com www.fcrr.org Other: School -based Literacy Closet
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