

4TH Grade Instructional Guide

Grade Level: Fourth Grade

Subject: English Language Arts

School System: Pickens County

School Year: 2011-2012

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1st Six Weeks					
1 st Six Weeks/Continue Throughout the Year	Standard 1	4.1. Demonstrate word recognition skills, including structural analysis. 4.1B.1. Producing common word parts 4.1B.2. Reading multi-syllable words 4.1B.3. Reading compound words, contractions, possessives, and inflectional endings.	Reading Street; Scott Foresman Skills taught throughout the year: Units 1-6 B.3. Progress monitoring, Fresh reads, fluency folders, leveled readers, AR Houghton Mifflin English Skills taught throughout the text SP ED Students/ARI Strategies ARMT Reading practice booklet End of unit assessment, Use multi-syllable word routine cards, literacy centers, paired selections, graphic organizers		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year	Standard 3	<p>4.3.a. Use a wide range of strategies, including distinguishing fiction from nonfiction to comprehend fourth-grade recreational reading materials in a variety of genres. Examples: novels, short stories, poetry, trade books</p> <p>4.3.B.1 Skimming passages to get significance of passage</p> <p>4.3.B.2 Summarizing passages to restate information</p> <p>4.3.B.3 Comparing and contrasting to extend meaning</p> <p>4.3.B.4. Using knowledge of sentence structure and context to enhance comprehension</p> <p>4.3.B.5 Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading</p> <p>4.3.B.6 Using vocabulary knowledge to enhance comprehension</p> <p>4.3.B.7. Reading fluently with expression & attention to punctuation</p> <p>4.3.B.8. Drawing conclusions to determine content not directly stated</p> <p>4.3.B.9. Asking & answering questions</p>	<p>Reading Street; Scott Foresman Skills taught throughout the year: Units 1- 6</p> <p>Houghton Mifflin English Skills taught throughout the text B.2. page 422</p> <p>ARMT Reading practice booklet End of unit assessment Resource Room Comprehension Toolkit NAEP Resources Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers Response Literacy Centers Graphic Organizers Ticket to Read Literacycenter.net Readingatoz.com MySkillsTutor My Reading Coach Pearsonsuccessnet Spellingcity.com Alex.alsde.org</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year	Standard 3	<p>4.3.b. Use a wide range of strategies, including making inferences to comprehend fourth-grade recreational reading materials in a variety of genres. Examples: novels, short stories, poetry, trade books</p> <p>4.3.B.4. Using knowledge of sentence structure and context to enhance comprehension</p> <p>4.3.B.8. Drawing conclusions to determine content not directly stated</p> <p>4.3.B.9. Asking and answering questions</p> <p>4.3.B.10. Relating events, ideas, and characters to prior knowledge and specific life experiences</p>	<p>Reading Street; Scott Foresman Skills taught throughout the year: Units 1- 6</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>ARMT Reading practice booklet End of unit assessment</p> <p>Resource Room Comprehension Toolkit NAEP Resources Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers' Response Literacy Centers Graphic Organizers Ticket to Read Literacycenter.net Readingatoz.com MySkillsTutor My Reading Coach Pearsonsuccessnet Spellingcity.com Alex.alsde.org</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year	Standard 4	4.4.a. Identify literary elements including characters and important details in recreational reading materials and details in informational reading materials. 4.4.B.1. Identifying main idea 4.4.B.2. Identifying author's purpose	<p>Reading Street; Scott Foresman Skills taught throughout the year: Units 1- 6</p> <p>Resource Room Comprehension Toolkit NAEP Resources Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers Response Literacy Centers Graphic Organizers Ticket to Read Literacycenter.net Readingatoz.com MySkillsTutor My Reading Coach Pearsonsuccessnet Spellingcity.com Alex.alsde.org</p> <p>ARMT Reading practice booklet End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year	Standard 4	4.4.b. Identify literary devices including similes in recreational reading materials and details in informational reading materials. 4.4.B.2. Identifying author's purpose	Skills taught throughout the year: Units 1 – 6 Resource Room Comprehension Toolkit NAEP Resources Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers Response Literacy Centers Graphic Organizers Ticket to Read Literacycenter.net Readingatoz.com MySkillsTutor My Reading Coach Pearsonsuccessnet Spellingcity.com Alex.alsde.org ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		4.6.b. Compare the genre characteristics of fantasy, including multicultural literature	Fantasy: Unit 1, Stories 2 & 4, Unit 3, Stories 1 & 5 Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet End of unit assessment		
1 st Six Weeks/Continue Throughout the Year		4.6.d. Compare the genre characteristics of legends, including multicultural literature.	Legends – Literary novel: <u>Johnny Appleseed</u> ARMT Reading practice booklet End of unit assessment		
1 st Six Weeks/Continue Throughout the Year		4.7.a. Compare story elements of literary characters to students' lives. 4.7.B.1. Describing how events, settings, and characterization encountered in written text influence the thinking of the reader 4.7.B.2. Identifying author's craft and technique for relaying intended message.	Reading Street; Scott Foresman Weekly in every unit ARMT Reading practice booklet End of unit assessment Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		4.7.b.Compare the experiences of literary characters to students' lives. 4.7.B.1. Describing how events, settings, and characterization encountered in written text influence the thinking of the reader	Weekly in every unit Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet End of unit assessment		
1 st Six Weeks/Continue Throughout the Year		4.7.c. Compare feelings of literary characters to students' lives. 4.7.B.1. Describing how events, settings, and characterization encountered in written text influence the thinking of the reader 4.7.B.2. Identifying author's craft and technique for relaying intended message Examples: dialogue, exaggeration, alliteration, imagery, parallel structure, logical arguments	Weekly in every unit Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.8.a. Compose descriptive texts using an introductory paragraph.</p> <p>4.8.B.1. Determining purpose and audience prior to writing Examples:- purpose--writer addresses topic in correct mode audience--writer uses appropriate tone and language</p> <p>4.8.B.2. Demonstrating clarity and organization in a composition</p> <p>4.8.B.5. Writing complex sentences to vary sentence structure</p> <p>4.8.B.6. Correcting sentence fragments and run-on sentences in writing</p> <p>4.8.B.7. Demonstrating the process of prewriting, drafting, revising, editing, and publishing</p> <p>4.8.B.8. Demonstrating usage of graphic organizers during prewriting</p> <p>4.8.B.9. Spelling correctly in final written texts</p> <p>4.8.B.10. Bulleting major ideas during prewriting</p> <p>4.8.B.11. Utilizing figurative language to enhance written communication Examples: simile, metaphor, onomatopoeia, personification</p>	<p>Reading Street; Scott Foresman Weekly in every unit</p> <p>ARMT Reading practice booklet End of unit assessment Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writer's Notebook/Journal</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.8.b. Compose descriptive texts using sensory details.</p> <p>4.8.B.1. Determining purpose and audience prior to writing Examples: purpose--writer addresses topic in correct mode audience--writer uses appropriate tone and language</p> <p>4.8.B.2. Demonstrating clarity and organization in a composition</p> <p>4.8.B.5. Writing complex sentences to vary sentence structure</p> <p>4.8.B.6. Correcting sentence fragments and run-on sentences in writing</p> <p>4.8.B.7. Demonstrating the process of prewriting, drafting, revising, editing, and publishing</p> <p>4.8.B.8. Demonstrating usage of graphic organizers during prewriting</p> <p>4.8.B.9. Spelling correctly in final written texts</p> <p>4.8.B.10. Bulleting major ideas during prewriting</p> <p>4.8.B.11. Utilizing figurative language to enhance written communication Examples: simile, metaphor, onomatopoeia, personification</p>	<p>ARMT Reading practice booklet End of unit assessment</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writer's Notebook/Journal</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.8.c. Compose descriptive texts using vivid language.</p> <p>4.8.B.1. Determining purpose and audience prior to writing Examples:- purpose--writer addresses topic in correct mode audience--writer uses appropriate tone and language</p> <p>4.8.B.2. Demonstrating clarity and organization in a composition</p> <p>4.8.B.5. Writing complex sentences to vary sentence structure</p> <p>4.8.B.6. Correcting sentence fragments and run-on sentences in writing</p> <p>4.8.B.7. Demonstrating the process of prewriting, drafting, revising, editing, and publishing</p> <p>4.8.B.8. Demonstrating usage of graphic organizers during prewriting</p> <p>4.8.B.9. Spelling correctly in final written texts</p> <p>4.8.B.10. Bulleting major ideas during prewriting</p> <p>4.8.B.11. Utilizing figurative language to enhance written communication Examples: simile, metaphor, onomatopoeia, personification</p>	<p>ARMT Reading practice booklet End of unit assessment</p> <p>Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.8.d. Compose descriptive texts using a conclusion.</p> <p>4.8.B.1. Determining purpose and audience prior to writing Examples:- purpose--writer addresses topic in correct mode audience--writer uses appropriate tone and language</p> <p>4.8.B.2. Demonstrating clarity and organization in a composition</p> <p>4.8.B.5. Writing complex sentences to vary sentence structure</p> <p>4.8.B.6. Correcting sentence fragments and run-on sentences in writing</p> <p>4.8.B.7. Demonstrating the process of prewriting, drafting, revising, editing, and publishing</p> <p>4.8.B.8. Demonstrating usage of graphic organizers during prewriting</p> <p>4.8.B.9. Spelling correctly in final written texts</p> <p>4.8.B.10. Bulleting major ideas during prewriting</p> <p>4.8.B.11. Utilizing figurative language to enhance written communication Examples: simile, metaphor, onomatopoeia, personification</p>	<p>Weekly in every unit</p> <p>ARMT Reading practice booklet End of unit assessment</p> <p>Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		4.8.B.3. Composing expository texts using a main idea with three supporting details	Units 1, 3, & 5 ARMT Reading practice booklet End of unit assessment Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writer's Notebook/Journal		
1 st Six Weeks/Continue Throughout the Year		4.9. Respond in writing to open-ended questions 4.9.B.1. Utilizing bullets to organize major details and ideas to support a topic	Reading Street; Scott Foresman Bi-weekly in every unit Weekly Tests ARMT Reading practice booklet End of unit assessment Literacy Centers Graphic Organizers Teach Me Writing Reader's Response		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.10.b. Apply mechanics in writing, including capitalization of friendly letter parts.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p> <p>4.10.B.5. Writing sentences without the use of double negatives</p>	<p>Skills taught in Units: 1, 2, 3, 4, & 6</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.10.c. Apply mechanics in writing, including capitalization of envelope addresses.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p> <p>4.10.B.5. Writing sentences without the use of double negatives</p>	<p>Skills taught in Units: 1, 2, 3, 4, & 6</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p> <p>Teach Me Writing</p> <p>Four Square Writing</p> <p>Reader's Response</p> <p>Quick Writes</p> <p>One Pagers</p> <p>Literacy Centers</p> <p>Writers Notebooks/Journals</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.10.d. Apply mechanics in writing, including capitalization and use of punctuation, including apostrophe with contractions.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p>	<p>Skills taught in Units: 1, 2, 3, 4, & 6</p> <p>Houghton Mifflin English</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet End of unit assessment</p>		
		<p>4.10.e. Apply mechanics in writing, including underlining or italicizing of book titles.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p>	<p>Skills taught in Units: 1, 2, 3, 4, & 6</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		4.10.f. Apply mechanics in writing, including commas to separate items in a series. 4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations 4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks 4.10.B.3. Using commas correctly in a compound sentence 4.10.B.4. Using apostrophes with possessives	Skills taught in Units: 1, 2, 3, 4, & 6 Houghton Mifflin English Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		
1 st Six Weeks/Continue Throughout the Year		4.10.g. Apply mechanics in writing, including capitalization of physical address. 4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations 4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks 4.10.B.3. Using commas correctly in a compound sentence 4.10.B.4. Using apostrophes with possessives	Skills taught in Units: 1, 2, 3, 4, & 6 Houghton Mifflin English Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		<p>4.11.a. Demonstrate knowledge of subject-verb agreement with simple subjects.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Reading Street; Scott Foresman Introduced in Unit 1, Story 3 and continues weekly in Units 2 – 5</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet End of unit assessment</p>		
		<p>4.11.b. Demonstrate knowledge of subject-verb agreement with correct usage of regular verb forms.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Introduced in Unit 1, Story 3 and continues weekly in Units 2 – 5</p> <p>Houghton Mifflin English Skills taught throughout the text Strategies</p> <p>ARMT Reading practice booklet</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/ Continue Throughout the Year		4.11.c. Demonstrate knowledge of subject-verb agreement with correct usage of irregular verb forms. 4.11.B.1. Differentiating among helping, linking, and action verbs 4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs Examples:- subject-verb agreement-- she walks, they walk regular verb form--like, liked, liked irregular verb form--draw, drew, drawn	Introduced in Unit 1, Story 3 and continues weekly in Units 2, 3, 4, 5 Houghton Mifflin English Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		
		4.12.a. Organize information on a specific topic obtained from grade-appropriate reference materials. Examples: dictionaries, online resources, thesauruses, atlases, news and feature articles 4.12.B.1. Formulating research questions 4.12.B.2. Using paraphrasing to convey ideas from resources 4.12.B.3. Using note-taking skills to gather information	Reading Street; Scott Foresman Skills taught through weekly vocabulary development, use of glossary and enrichment through Newspapers in Education (NIE) Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet NAEP Resources Comprehension Toolkit End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks/Continue Throughout the Year		4.14.a. Identify strategies of a skillful listener, including attending to the listening task.	Reading Street; Scott Foresman Weekly Read-alouds; Listening Center Reader’s Theater Anthology Resource Room ARMT Reading practice booklet End of unit assessment		
		4.14.b. Identify strategies of a skillful listener, including assigning meaning to the message.	Weekly read-alouds; Listening centers Reader’s Theater Anthology Resource Room ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2nd Six Weeks					
2 nd Six Weeks	Standard 5	<p>4.5.a. Use a wide range of strategies and skills, including using sentence structure to comprehend fourth-grade informational and functional reading materials.</p> <p>4.5.B.3. Summarizing passages to demonstrate understanding</p> <p>4.5.B.4. Comparing and contrasting to extend meaning</p> <p>4.5.B.5. Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading</p> <p>4.5.B.6. Using text features to gain meaning Examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs</p> <p>4.5.B.9. Detecting obvious bias in informational text</p>	<p>Reading Street; Scott Foresman Skills taught in Units 2 - 6</p> <p>Houghton Mifflin English</p> <p>ARMT Reading practice booklet End of unit assessment</p> <p>NAEP Comprehension Toolkit Active Participation Nonfiction/Informative Text Scaffolding cards Paired Selections Literacy Centers Graphic Organizers Resource Room Retelling Cards</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd Six Week	Standard 5	4.5.b. Use a wide range of strategies and skills, including locating information to comprehend fourth-grade informational and functional reading materials. 4.5.B.1. Determining sequence of events in informational and functional text 4.5.B.2. Distinguishing fact from opinion in informational text 4.5.B.3. Summarizing passages to demonstrate understanding 4.5.B.4. Comparing and contrasting to extend meaning 4.5.B.5. Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading 4.5.B.6. Using text features to gain meaning examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs 4.5.B.7. Previewing to anticipate content 4.5.B.8. Using note-taking skills, including highlighting and outlining 4.5.B.9. Detecting obvious bias in informational text 4.5.B.10. Recognizing persuasive techniques in informational text Examples: bandwagon, snob appeal	Skills taught in Unit 2 Houghton Mifflin English B.1. Page 431 B.2. Page 302 B.3. Page 422 ARI-PAL Reading Strategies ARMT Reading practice booklet End of unit assessment Graphic Organizers NAEP Comprehension Tool Kit Nonfiction/Inf. Comprehension Scaffolding Cards Paired Selections Leveled Readers		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd Six Weeks/Continue Throughout the Year	Standard 5	<p>4.5.c. Use a wide range of strategies and skills, including distinguishing fact from fiction to comprehend fourth-grade informational and functional reading materials.</p> <p>4.5.B.2. Distinguishing fact from opinion in informational text</p> <p>4.5.B.3. Summarizing passages to demonstrate understanding</p> <p>4.5.B.4. Comparing and contrasting to extend meaning</p> <p>4.5.B.5. Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading</p> <p>4.5.B.6. Using text features to gain meaning Examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs</p> <p>4.5.B.7. Previewing to anticipate content</p> <p>4.5.B.8. Using note-taking skills, including highlighting and outlining</p> <p>4.5.B.9. Detecting obvious bias in informational text</p> <p>4.5.B.10. Recognizing persuasive techniques in informational text Examples: bandwagon, snob appeal</p>	<p>Skills taught in Units 2 – 6</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>SP ED Students/ARI Strategies</p> <p>ARMT Reading practice booklet End of unit assessment Comprehension Toolkit NAEP Resources Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers Response Literacy Centers Graphic Organizers</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd Six Weeks		4.6.a. Compare the genre characteristics of tall tales, including multicultural literature.	Reading Street; Scott Foresman Tall tales: Unit 2, Story 4 Modeled by teacher through Read Aloud Anthology Resource Room Leveled Readers Literacy Centers ARMT Reading practice booklet End of unit assessment		
		4.13.a. Demonstrate eye contact with descriptive presentations. 4.13.B.1. Using demonstrations with oral expository presentations 4.13.B.2. Using figurative language to enhance oral communication Examples: simile, metaphor, onomatopoeia, personification	Reading Street; Scott Foresman Monthly Reader's Theater; Poetry unit Houghton Mifflin English B.1. Pages: 118 -131, 363 – 379 B.2. Page: 236 ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd Six Weeks/Continue Throughout the Year		. 4.13.b. Demonstrate articulation with descriptive presentations. 4.13.B.1. Using demonstrations with oral expository presentations 4.13.B.2. Using figurative language to enhance oral communication Examples: simile, metaphor, onomatopoeia, personification 4.13.B.3. Utilizing precise vocabulary in oral presentations Examples: <i>leap</i> instead of <i>jump</i> , <i>miniature</i> instead of <i>little</i>	Monthly Reader's Theater; Poetry Unit Houghton Mifflin English B.1. Pages: 118 -131, 363 – 379 B.2. Page: 236 Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet NAEP Resources Comprehension Toolkit ARMT Reading practice booklet End of unit assessment		
		4.13.c. Demonstrate appropriate intonation with descriptive presentations. 4.13.B.1. Using demonstrations with oral expository presentations 4.13.B.2. Using figurative language to enhance oral communication Examples: simile, metaphor, onomatopoeia, personification	Monthly Reader's Theater; Poetry Unit Houghton Mifflin English B.1. Pages: 118 -131, 363 – 379 B.2. Page: 236 Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet NAEP Resources Comprehension Toolkit ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd Six Weeks		4.8.B.4. Composing narrative texts using a definite time frame, selected tone, and a clear sequence of events Examples: selected tone--sarcastic, angry, humorous, respectful	Units 2, 4, & 6 Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet NAEP Resources Comprehension Toolkit ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 ND Six Weeks		4.10.b. Apply mechanics in writing, including capitalization of friendly letter parts. 4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations 4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks 4.10.B.3. Using commas correctly in a compound sentence 4.10.B.4. Using apostrophes with possessives 4.10.B.5. Writing sentences without the use of double negatives	Skills taught in Units: 2 Houghton Mifflin English Skills taught throughout the text Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 ND Six Weeks		<p>4.10.c. Apply mechanics in writing, including capitalization of envelope addresses.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p> <p>4.10.B.5. Writing sentences without the use of double negatives</p>	<p>Skills taught in Unit 2</p> <p>Houghton Mifflin English</p> <p>Skills taught throughout the text</p> <p>Teach Me Writing</p> <p>Four Square Writing</p> <p>Reader's Response</p> <p>Quick Writes</p> <p>One Pagers</p> <p>Literacy Centers</p> <p>Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet</p> <p>NAEP Resources</p> <p>Comprehension Toolkit</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 ND Six Weeks		<p>4.10.d. Apply mechanics in writing, including capitalization and use of punctuation, including apostrophe with contractions.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p>	<p>Skills taught in Unit 2</p> <p>Houghton Mifflin English</p> <p>Skills taught throughout the text</p> <p>Paired Selections</p> <p>Leveled Readers</p> <p>Reader’s Response</p> <p>Literacy Centers</p> <p>Resource Room</p> <p>Graphic Organizers</p> <p>ARMT Reading practice booklet</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p>		
		<p>4.10.e. Apply mechanics in writing, including underlining or italicizing of book titles.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p>	<p>Skills taught in Unit 2</p> <p>Houghton Mifflin English</p> <p>Skills taught throughout the text</p> <p>Paired Selections</p> <p>Leveled Readers</p> <p>Reader’s Response</p> <p>Literacy Centers</p> <p>Resource Room</p> <p>Graphic Organizers</p> <p>ARMT Reading practice booklet</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 ND Six Weeks		<p>4.10.f. Apply mechanics in writing, including commas to separate items in a series.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p>	<p>Skills taught in Unit 2</p> <p>Houghton Mifflin English</p> <p>Skills taught throughout the text</p> <p>Paired Selections</p> <p>Leveled Readers</p> <p>Reader’s Response</p> <p>Literacy Centers</p> <p>Resource Room</p> <p>Graphic Organizers</p> <p>ARMT Reading practice booklet</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p>		
		<p>4.10.g. Apply mechanics in writing, including capitalization of physical address.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p>	<p>Skills taught in Unit 2</p> <p>Houghton Mifflin English</p> <p>Skills taught throughout the text</p> <p>Paired Selections</p> <p>Leveled Readers</p> <p>Reader’s Response</p> <p>Literacy Centers</p> <p>Resource Room</p> <p>Graphic Organizers</p> <p>ARMT Reading practice booklet</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 ND Six Weeks		4.11.a. Demonstrate knowledge of subject-verb agreement with simple subjects. 4.11.B.1. Differentiating among helping, linking, and action verbs 4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.	Reading Street; Scott Foresman Units 2 – 5 Houghton Mifflin English Skills taught throughout the text Paired Selections Leveled Readers Reader’s Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet ARMT Reading practice booklet End of unit assessment		
		4.11.b. Demonstrate knowledge of subject-verb agreement with correct usage of regular verb forms. 4.11.B.1. Differentiating among helping, linking, and action verbs 4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.	Units 2 Houghton Mifflin English Skills taught throughout the text SP ED S Paired Selections Leveled Readers Reader’s Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet ARMT Reading practice booklet		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3rd Six Weeks					
3 rd Six Weeks/Continue Throughout the Year	Standard 2	4.2.a. Demonstrate reading vocabulary knowledge including recognition of a variety of synonyms. 4.2.B.1. Using context clues 4.2.B.2. Reading multiple-meaning words 4.2.B.3. Increasing number of sight words	Reading Street; Scott Foresman Skills Taught in Units 3, 4, 5, & 6 B.3. Progress monitoring, Fresh reads, fluency folders, leveled readers, AR Houghton Mifflin English Page 182 Semantic Webs Vocabulary Quad Cards Literacy Centers Resource Room ARMT Reading practice booklet End of unit assessment		
	Standard 2	4.2.b. Demonstrate reading vocabulary knowledge including recognition of a variety of antonyms. 4.2.B.1. Using context clues 4.2.B.2. Reading multiple-meaning words 4.2.B.3. Increasing number of sight words	Skills Taught in Units 3, 4, 5, & 6 Houghton Mifflin English Page 182 Semantic Webs Vocabulary Quad Cards Literacy Centers Resource Room Strategies ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 rd Six Weeks		4.6.b. Compare the genre characteristics of fantasy, including multicultural literature	Fantasy: Unit 1, Stories 2 & 4 Unit 3, Stories 1 & 5 Semantic Webs Vocabulary Quad Cards Literacy Centers Resource Room Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet End of unit assessment		
Throughout the Year		See 1 st Six Weeks Weekly Standards			

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 RD Six Weeks		4.8.B.3. Composing expository texts using a main idea with three supporting details	Units 3, & 5 Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers ARMT Reading practice booklet End of unit assessment		
		4.9. Respond in writing to open-ended questions 4.9.B.1. Utilizing bullets to organize major details and ideas to support a topic	Reading Street; Scott Foresman Bi-weekly in every unit Weekly Tests Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writer's Notebook/Journal ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 RD Six Week	Standard 5	4.5.b. Use a wide range of strategies and skills, including locating information to comprehend fourth-grade informational and functional reading materials. 4.5.B.1. Determining sequence of events in informational and functional text 4.5.B.2. Distinguishing fact from opinion in informational text 4.5.B.3. Summarizing passages to demonstrate understanding 4.5.B.4. Comparing and contrasting to extend meaning 4.5.B.5. Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading 4.5.B.6. Using text features to gain meaning examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs 4.5.B.7. Previewing to anticipate content 4.5.B.8. Using note-taking skills, including highlighting and outlining 4.5.B.9. Detecting obvious bias in informational text 4.5.B.10. Recognizing persuasive techniques in informational text Examples: bandwagon, snob appeal	Skills taught in Units 3 Houghton Mifflin English B.1. Page 431 B.2. Page 302 B.3. Page 422 ARI-PAL Reading Strategies ARMT Reading practice booklet End of unit assessment Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 RD Six Weeks		4.6.b. Compare the genre characteristics of fantasy, including multicultural literature	Fantasy: Unit 3, Stories 1 & 5 Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers Response Literacy Centers Graphic Organizers ARMT Reading practice booklet End of unit assessment		
		4.6.d. Compare the genre characteristics of legends, including multicultural literature.	Legends – Literary novel: <u>Johnny Appleseed</u> Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers Response Literacy Centers Graphic Organizers ARMT Reading practice booklet End of unit assessment		
		4.7.a. Compare story elements of literary characters to students' lives.	Reading Street; Scott Foresman Weekly in every unit Leveled Readers Follow Fluency Assessment Plan		

		<p>4.7.B.1. Describing how events, settings, and characterization encountered in written text influence the thinking of the reader</p> <p>4.7.B.2. Identifying author's craft and technique for relaying intended message.</p>	<p>Vocabulary Quad Cards</p> <p>Active Participation</p> <p>Non Fiction/Information Comp</p> <p>Scaffolding Cards</p> <p>Readers Response</p> <p>Literacy Centers</p> <p>Graphic Organizers</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p>		
--	--	--	---	--	--

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 RD Six Weeks		<p>4.10.b. Apply mechanics in writing, including capitalization of friendly letter parts.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p> <p>4.10.B.5. Writing sentences without the use of double negatives</p>	<p>Skills taught in Units: 1, 2, 3, 4, & 6</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Leveled Readers Follow Fluency Assessment Plan Vocabulary Quad Cards Active Participation Non Fiction/Information Comp Scaffolding Cards Readers Response Literacy Centers Graphic Organizers</p> <p>ARMT Reading practice booklet End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 RD Six Weeks		<p>4.11.a. Demonstrate knowledge of subject-verb agreement with simple subjects.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Reading Street; Scott Foresman Units 3</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers</p> <p>ARMT Reading practice booklet End of unit assessment</p>		
		<p>4.11.b. Demonstrate knowledge of subject-verb agreement with correct usage of regular verb forms.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Introduced in Unit 1, Story 3 and continues weekly in Units 2 – 5</p> <p>Houghton Mifflin English Skills taught throughout the text ARMT Reading practice booklet</p> <p>Paired Selections Leveled Readers Reader's Response Literacy Centers Resource Room Graphic Organizers</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4th Six Weeks					
4 th Six Weeks		4.6.c Compare the genre characteristics of myths, including multicultural literature.	Myths – Literary Story: <u>Why Mosquitoes Buzz in People's Ears</u> ARMT Reading practice booklet End of unit assessment		
4 th Six Weeks		4.8.B.4. Composing narrative texts using a definite time frame, selected tone, and a clear sequence of events Examples: selected tone--sarcastic, angry, humorous, respectful	Units 2, 4, & 6 Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		
Throughout the Year		See 1 st Six Weeks Weekly Standards			

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Week	Standard 5	4.5.b. Use a wide range of strategies and skills, including locating information to comprehend fourth-grade informational and functional reading materials. 4.5.B.1. Determining sequence of events in informational and functional text 4.5.B.2. Distinguishing fact from opinion in informational text 4.5.B.3. Summarizing passages to demonstrate understanding 4.5.B.4. Comparing and contrasting to extend meaning 4.5.B.5. Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading 4.5.B.6. Using text features to gain meaning examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs 4.5.B.7. Previewing to anticipate content 4.5.B.8. Using note-taking skills, including highlighting and outlining 4.5.B.9. Detecting obvious bias in informational text 4.5.B.10. Recognizing persuasive techniques in informational text Examples: bandwagon, snob appeal	Skills taught in Unit 4 Houghton Mifflin English B.1. Page 431 B.2. Page 302 B.3. Page 422 ARI-PAL Reading Strategies Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks		<p>4.10.b. Apply mechanics in writing, including capitalization of friendly letter parts.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p> <p>4.10.B.5. Writing sentences without the use of double negatives</p>	<p>Skills taught in Units: 1, 2, 3, 4, & 6</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH Six Weeks		<p>4.11.a. Demonstrate knowledge of subject-verb agreement with simple subjects.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Reading Street; Scott Foresman Units 4</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet End of unit assessment</p>		
		<p>4.11.b. Demonstrate knowledge of subject-verb agreement with correct usage of regular verb forms.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Introduced in Unit 1, Story 3 and continues weekly in Units 2 – 5</p> <p>Houghton Mifflin English Skills taught throughout the text Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals Strategies ARMT Reading practice booklet</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 th Six Weeks					
5 th Six Weeks		4.8.B.3. Composing expository texts using a main idea with three supporting details	Unit 5 Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH Six Week	Standard 5	4.5.b. Use a wide range of strategies and skills, including locating information to comprehend fourth-grade informational and functional reading materials. 4.5.B.1. Determining sequence of events in informational and functional text 4.5.B.2. Distinguishing fact from opinion in informational text 4.5.B.3. Summarizing passages to demonstrate understanding 4.5.B.4. Comparing and contrasting to extend meaning 4.5.B.5. Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading 4.5.B.6. Using text features to gain meaning examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs 4.5.B.7. Previewing to anticipate content 4.5.B.8. Using note-taking skills, including highlighting and outlining 4.5.B.9. Detecting obvious bias in informational text 4.5.B.10. Recognizing persuasive techniques in informational text Examples: bandwagon, snob appeal	Skills taught in Unit 5 Houghton Mifflin English B.1. Page 431 B.2. Page 302 B.3. Page 422 ARI-PAL Reading Strategies Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH Six Weeks		<p>4.11.a. Demonstrate knowledge of subject-verb agreement with simple subjects.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Reading Street; Scott Foresman Unit 5</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet End of unit assessment</p>		
		<p>4.11.b. Demonstrate knowledge of subject-verb agreement with correct usage of regular verb forms.</p> <p>4.11.B.1. Differentiating among helping, linking, and action verbs</p> <p>4.11.B.2. Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs.</p>	<p>Introduced in Unit 1, Story 3 and continues weekly in Units 2 – 5</p> <p>Houghton Mifflin English Skills taught throughout the text</p> <p>Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals Strategies ARMT Reading practice booklet</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 th Six Weeks					
6 TH Six Weeks		<p>4.10.b. Apply mechanics in writing, including capitalization of friendly letter parts.</p> <p>4.10.B.1. Capitalizing proper adjectives and the first word in direct quotations</p> <p>4.10.B.2. Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks</p> <p>4.10.B.3. Using commas correctly in a compound sentence</p> <p>4.10.B.4. Using apostrophes with possessives</p> <p>4.10.B.5. Writing sentences without the use of double negatives</p>	<p>Skills taught in Units: 6</p> <p>Houghton Mifflin English</p> <p>Skills taught throughout the text</p> <p>Teach Me Writing</p> <p>Four Square Writing</p> <p>Reader's Response</p> <p>Quick Writes</p> <p>One Pagers</p> <p>Literacy Centers</p> <p>Writers Notebooks/Journals</p> <p>ARMT Reading practice booklet</p> <p>End of unit assessment</p>		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 TH Six Week	Standard 5	4.5.b. Use a wide range of strategies and skills, including locating information to comprehend fourth-grade informational and functional reading materials. 4.5.B.1. Determining sequence of events in informational and functional text 4.5.B.2. Distinguishing fact from opinion in informational text 4.5.B.3. Summarizing passages to demonstrate understanding 4.5.B.4. Comparing and contrasting to extend meaning 4.5.B.5. Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading 4.5.B.6. Using text features to gain meaning examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs 4.5.B.7. Previewing to anticipate content 4.5.B.8. Using note-taking skills, including highlighting and outlining 4.5.B.9. Detecting obvious bias in informational text 4.5.B.10. Recognizing persuasive techniques in informational text Examples: bandwagon, snob appeal	Skills taught in Unit 6 Houghton Mifflin English B.1. Page 431 B.2. Page 302 B.3. Page 422 ARI-PAL Reading Strategies Teach Me Writing Four Square Writing Reader's Response Quick Writes One Pagers Literacy Centers Writers Notebooks/Journals ARMT Reading practice booklet End of unit assessment		