

Instructional Guide

Grade Level Fifth Grade

Subject English Language Arts

School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	ARMT/AHSG E 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					
1 st six weeks	Standard 1	5.1.a Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 5.1.B.1 Identifying word chunks or parts 5.1.B.2 Recognizing inflected endings 5.1.B.3 Identifying possessives and contractions	5.1.a and 5.2.B.1-Taught throughout Units 1-6 5.1.B.2-Inflected endings-Unit 1, Week 4 (SF) (HM) Unit 5 Contractions- Units 1 and 5 (SF) Unit 5 (H) ARMT Practice Booklet 24 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards.		

*Additional teaching resources for strategic intervention lessons are located in the Differentiated Instruction Section of each Teacher's Manual.

*Web source for each unit – (Specifically for Scott Foresman) <http://classroom.jc-schools.net/waltkek/fifthgrade.html>,

www.pearsonsuccess.net

www.literacycenter.net

www.spellingcity.com

www.readingatoz.com

www.alex.alsde.edu

*My Skills Tutor, Ticket to Read

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1st Six Weeks	Standard 2	5.2a Use a range of strategies including, drawing conclusion to comprehend fifth-grade recreational reading materials in a variety of genres.	5.2a – Units 1-6(SF)		

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1 st Six Weeks	Standard 2	5.2.a Use a range of strategies including, drawing conclusion to comprehend fifth-grade recreational reading materials in a variety of genres. 5.2.B.1 Determining sequence of events in recreational materials 5.2.B.2 Comparing and contrasting to extend meaning 5.B.3 Distinguishing fiction and nonfiction 5.2.B.4 Using sentence structure and context to determine meaning 5.2.B.5 Using prior knowledge and experience to interpret meaning 5.2.B.7 Inferring motive of characters	5.2.a – Units 1-6(SF) 5.2.B.1 – Units 1-6(SF) 5.2.B.2 - Units 1-6(SF) 5.B.3 - Units 1-6(SF) 5.2.B.4 - Units 1-6(SF) Unit 1 (HF) 5.2.B.5 - Units 1-6(SF) 5.2.B.7 - Units 1-6(SF) ARMT Practice Booklet Pages 6-13 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards. ELL pgs. 22-23 – Sequencing 10 Important Sentences Retelling Cards Inferring-ELL pgs. 1-2 Character and Plot		

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1 st Six Weeks	Standard 2	5.2.b Use a range of strategies including summarizing passages to comprehend fifth-grade recreational materials in a variety of genres. 5.2. B.1 Determining sequence of events 5.2. B.3 Distinguishing fiction and nonfiction 5.2.B.4 Using sentence structure and context to determine meaning 5.2.B.5 Using prior knowledge and experience to interpret meaning 5.2.B.6 Skimming passages to obtain primary message	Taught throughout units 1-6 (SF) 5.2.B.4-Unit 1 (HM) ARMT Practice Booklet Pages 6-13 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, ARI strategies. ELL pgs. 22-23 – Sequencing 10 Important Sentences Retelling Cards		

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1 Six Weeks	Standard 3	5.3.a Recognize the use and effect of literary elements, including, setting, character traits, and stated purpose to gain information from various text formats, including tables and charts. 5.3.B.1 Recognizing persuasive techniques 5.3.B.2 Identifying main idea and supporting details 5.3.B.4 Identifying implied purpose	5.3.a Units 1-6 (SF) 5.3.B.1 –Unit 5(SF Grammar) 5.3.B.2 – Unit 10 Will need supplementary material 5.3.B.4 –Unit 1-6 (SF) 5.3.B.2 – Unit 10 Will need supplementary material ARMT-Pages 6-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
1Six Weeks	Standard 3	5.3.b. Recognize the use and effect of literary devices, including metaphors, and simple symbolism to gain information from various text formats, including tables and charts 5.3.B.1 Recognizing use of personification	5.3.b-Units 2-6 (SF) 5.3.B.1-Unit 1(SF) Will need supplementary material 5.3.B.1-will need Supplementary material ARMT pages 6-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Theme and Setting – ELL pgs. 15-16		

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1 Six Weeks	Standard 4	5.4a Use a wide range of strategies & skills, including using text features to gain meaning to comprehend fifth-grade informational & functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.3 Distinguishing fact from opinion 5.4.B.4 Using previewing & predicting skills to determine content 5.4.B.5 Using sentence structure & context to determine word meaning 5.4.B.6 Using prior knowledge & experience to interpret meaning 5.4.B.8 Using expanded vocabulary to determine word meaning 5.4.B.9 Recognizing persuasive techniques 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference materials	Unit 1-6 (SF) 5.4.B.9 -Unit 5(SF Grammar) 5.4.B.11- Taught throughout 4 th grade Unit 5(SF) ARMT Practice Pages Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Sequencing – ELL pgs. 22-23 10 Important Sentences Retelling Cards		

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1 Six Weeks	Standard 4	5.4.b Use a wide range of strategies and skills, including summarizing passages to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.2 Determining cause and effect 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.7 Using self-monitoring for text understanding 5.4.B.9 Recognizing persuasive techniques 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference sources	Taught throughout the year in units 1-6l 5.4.B.2 Units 1,3,5(SF) 5.4.B.9 Unit 5(SF Grammar) Used supplemental material ARMT Pages 14-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Sequencing – ELL pgs. 22-23 10 Important Sentences Retelling Cards Cause and Effect – ELL pgs. 8-9 pgs. 29-30		

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1 st Six Weeks		5.6.a Use text features, including indexes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.b Use text features, including tables, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.c Use text features, including appendixes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 Six Weeks		5.7.a Compose expository texts using an introductory paragraph that includes a main idea. 5.7.B.1 Determining purpose and audience prior to writing 5.7.B2 Demonstrating clarity and organization in composition 5.7.B.3 Using appropriate prewriting strategies	Unit 1-6(SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 Six Weeks		5.7.b Compose expository text using supporting paragraphs with a minimum of three reasons, explanations, or steps in a process 5.7.B2 Demonstrating clarity and organization in composition 5.7.B.3 using appropriate transition words	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.B.5 Composing persuasive texts, including a minimum of three reasons that support a stance or position.	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing trait Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 st Six Weeks		5.7.B.6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone	Units 1-6 (SF) Unit 2 and 6- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.B.7 Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion	Unit 8 (SF) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 st Six Weeks		5.8.a Express meaning through writing varied sentence structure in an organized manner 5.8.B.1 Editing writing for clarity of thought 5.8.B.2 Correction awkward sentence construction, redundancy, fragments, and run-ons in written presentations. 5.8.B.3 Utilizing precise vocabulary in oral and written presentations 5.8.B.5 Responding in writing to open-ended questions	5.8.a Units a1-6 (SF) 5.8.B.1 Units 1-6 (SF) 5.8.B.2 Units 1 (HM) Unit 1-(SF) 5.8.B.3 Unit 1 (SF Grammar) 5.8.B.5 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 st Six Weeks		5.8.c Express meaning through writing multi-paragraph composition 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.10.a Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject	Units 1-4 (SF) Units 1-5 (HM) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 st Six Weeks		5.10.b Demonstrate knowledge of grammar and usage concepts, including present, past, and future verb tenses 5.10.B.2 Identifying homonyms, homophones, and homographs 5.10.B.3 Using irregular verbs in writing 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing	5.10.b Unit 2 and 3 (SF) 5.10.B.2 Unit 4 (SF) spelling 5.10.B.3 Unit 3 (SF) Unit 5 (HM) 5.10.B.4 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits 5.10.B.2 Unit 4 (SF) spelling Will need supplementary material Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 st Six Weeks		5.10.c Demonstrate knowledge of grammar and usage concepts, including forms of adjectives 5.10.B.1 Writing sentences without the use of double negatives 5.10.B.2 Identifying homonyms, homophones, and homographs 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing	5.10.c 5.10.B.1 Unit 13 (HM) Unit 5 (SF) 5.10.B.2 Unit 4 (SF) spelling Needs supplementary material 5.10.B.4 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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1 st Six Weeks		5.11.a Use search strategies in the research process to identify reliable current resources to locate information	Unit 12 (HM) Unit 6 (SF) Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.12 Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.	Technology Cross-Curricular Center Readers Theatre – resource book (end of each unit) Choral Reading Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Unit 1-6 dictation Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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2 nd Six Weeks	Standard 1	5.1.a Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 5.1.B.1 Identifying word chunks or parts 5.1.B.2 Recognizing inflected endings 5.1.B.3 Identifying possessives and contractions	5.1.a and 5.2.B.1-Taught throughout Units 1-6 5.1.B.2-Inflected endings-Unit 1, Week 4 (SF) (HM) Unit 5 5.1.B.3 Possessives-Unit 2-5 (SF) (HM) Unit 3 Contractions- Units 1 and 5 (SF) Unit 5 (HM) ARMT Practice Booklet page 24 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards.		

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2 nd Six Weeks	Standard 2	<p>5.2.b Use a range of strategies including summarizing passages to comprehend fifth-grade recreational materials in a variety of genres.</p> <p>5.2. B.1 Determining sequence of events</p> <p>5.2.B.2 Comparing and contrasting to extend meaning</p> <p>5.2. B.3 Distinguishing fiction and nonfiction</p> <p>5.2.B.4 Using sentence structure and context to determine meaning</p> <p>5.2.B.5 Using prior knowledge and experience to interpret meaning</p> <p>5.2.B.6 Skimming passages to obtain primary message</p>	<p>Taught throughout units 1-6 (SF)</p> <p>5.2.B.4-Unit 1 (HM)</p> <p>ARMT Practice Booklet Pages 6-13</p> <p>Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, ARI strategies</p> <p>Sequence – ELL pgs. 64-65</p> <p>Compare and Contrast – ELL pgs. 50-51, 36-37</p>		

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2 nd Six Weeks	Standard 3	<p>5.3.a Recognize the use and effect of literary elements, including, setting, character traits, and stated purpose to gain information from various text formats, including tables and charts.</p> <p>5.3.B.1 Recognizing persuasive techniques</p> <p>5.3.B.2 Identifying main idea and supporting details</p> <p>5.3.B.4 Identifying implied purpose</p>	<p>5.3.a Units 1-6 (SF)</p> <p>5.3.B.1 –Unit 5(SF Grammar)</p> <p>5.3.B.2 – Unit 10 Will need supplementary material</p> <p>5.3.B.4 –Unit 1-6 (SF)</p> <p>5.3.B.2 – Unit 10 Will need supplementary material</p> <p>ARMT-Pages 6-22</p> <p>Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies</p> <p>Author’s purpose – ELL pgs. 43-44</p>		

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		5.4b Use a wide range of strategies and skills, including summarizing passages to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.2 Determining cause and effect 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.7 Using self-monitoring for text understanding 5.4.B.9 Recognizing persuasive techniques 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference sources	Taught throughout the year in units 1-6l 5.4.B.2 Units 1,3,5(SF) 5.4.B.9 Unit 5(SF Grammar) Used supplemental material ARMT Pages 14-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Sequence – ELL pgs. 64-65		

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2 nd Six Weeks	Standard 4	5.4c Use a wide range of strategies and skills, including drawing conclusions to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.2 Determining cause and effect 5.4.B.3 Distinguishing fact from opinion 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.5 Using sentence structure and context to determine word meaning 5.4.B.6 Using prior knowledge and experience to interpret meaning 5.4.B.7 Using self-monitoring for text understanding 5.4.B.8 Using expanded vocabulary to determine word meaning 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference materials	Taught throughout the year(SF)1-6 5.4.B.1 5.4.B.4 5.4.B.5 5.4.B.6 5.4.B.7 5.4.B.8 5.4.B.10 5.4.B.11 5.4.B.2-Units 1,3,5 5.4.B.3 Units 2,3,6 ARMT Pages 14-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Sequence – ELL pgs. 64-65 Fact & Opinion ELL – pgs 57-58		

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2 nd Six Weeks		5.5.a Compare the genre characteristics of Autobiographies and Biographies including multicultural literature.	Units 1-4 (SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.5b Compare the genre characteristics of historical fiction	Unit 1 (SF) Need Supplemental materials Read aloud from library Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.a Use text features, including indexes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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2 nd Six Weeks		5.6.b Use text features, including tables, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.c Use text features, including appendixes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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2 nd Six Weeks		5.7.a Compose expository texts using an introductory paragraph that includes a main idea. 5.7.B.1 Determining purpose and audience prior to writing 5.7.B2 Demonstrating clarity and organization in composition 5.7.B.4 Using appropriate prewriting strategies	Unit 1-6(SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.b Compose expository text using supporting paragraphs with a minimum of three reasons, explanations, or steps in a process 5.7.B2 Demonstrating clarity and organization in composition 5.7.B.3 Using appropriate transition words	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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2 nd Six Weeks		5.7.c Compose expository text using a conclusion 5.7.B2 Demonstrating clarity and organization in a composition 5.7.B3 Using appropriate transition words in a composition	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.B.5 Composing persuasive texts, including a minimum of three reasons that support a stance or position.	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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2 nd Six Weeks		5.7.B.6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone	Units 1-6 (SF) Unit 2 and 6- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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2 nd Six Weeks		5.7.B.7 Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion	Unit 8 (SF) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.8.b Express meaning through writing detailed paragraph in an organized manner. 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations 5.8.B.4 Bulleting major details and ideas to support a topic or subject	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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2 nd Six Weeks		5.8.c Express meaning through writing multi-paragraph composition 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.9.a Applying mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotations 5.9.B.1 Using quotation marks with titles of short stories and poems 5.9.B.2 Capitalizing proper adjectives, titles of books, and works of art	5.9.a-Unit 9 (HM) Unit 4 and 6 (SF) 5.9.B.1 Unit 9 (HM) 5.9.B.2 Unit 7 and 9 (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.10.a Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject	Units 1-4 (SF) Units 1-5 (HM) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.10.b Demonstrate knowledge of grammar and usage concepts, including present, past, and future verb tenses 5.10.B.2 Identifying homonyms, homophones, and homographs 5.10.B.3 Using irregular verbs in writing 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing	5.10.b Unit 2 and 3 (SF) 5.10.B.2 Unit 4 (SF) spelling 5.10.B.3 Unit 3 (SF) Unit 5 (HM) 5.10.B.4 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits 5.10.B.2 Unit 4 (SF) spelling Will need supplementary material Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.10.c Demonstrate knowledge of grammar and usage concepts, including forms of adjectives 5.10.B.1 Writing sentences without the use of double negatives 5.10.B.2 Identifying homonyms, homophones, and homographs 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing	5.10.c 5.10.B.1 Unit 13 (HM) Unit 5 (SF) 5.10.B.2 Unit 4 (SF) spelling Needs supplementary material 5.10.B.4 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

Time Period (Pacing – when)	ARMT/AHSG E 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		5.11.a Use search strategies in the research process to identify reliable current resources to locate information	Unit 12 (HM) Unit 6 (SF) Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

Time Period (Pacing – when)	ARMT/AHSG E 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		5.11.b Use search strategies in the research process to identify computer technology to locate information.	Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Needs supplementary materials Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		12. Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations. <ul style="list-style-type: none"> • Using dramatizations with oral persuasive presentations role play, Reader's Theater • Using figurative language found in literature to enhance oral communication personification, idiom, metaphor, simile, hyperbole, onomatopoeia, alliteration, symbolism 	Technology Cross-Curricular Center Readers Theatre – resource book (end of each unit) Choral Reading Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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	Standard 1	5.1.a Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 5.1.B.1 Identifying word chunks or parts 5.1.B.2 Recognizing inflected endings 5.1.B.3 Identifying possessives and contractions	5.1.a and 5.2.B.1-Taught throughout Units 1-6 5.1.B.2-Inflected endings-Unit 1, (SF) Unit 5(HM) 5.1.B.3 Possessives-Unit 2-5 (SF) (HM) Unit 3 ARMT Practice Booklet 24 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards.		

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	Standard 2	5.2a Use a range of strategies including, drawing conclusion to comprehend fifth-grade recreational reading materials in a variety of genres. 5.2.B.1 Determining sequence of events in recreational materials 5.2.B.2 Comparing and contrasting to extend meaning 5.B.3 Distinguishing fiction and nonfiction 5.2.B.4 Using sentence structure and context to determine meaning 5.2.B.5 Using prior knowledge and experience to interpret meaning 5.2.B.7 Inferring motive of characters	5.2a – Units 1-6(SF) 5.2.B.1 – Units 1-6(SF) 5.2.B.2 - Units 1-6(SF) 5.B.3 - Units 1-6(SF) 5.2.B.4 - Units 1-6(SF) Unit 1 (HF) 5.2.B.5 - Units 1-6(SF) 5.2.B.7 - Units 1-6(SF) ARMT Practice Booklet Pages 6-13 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards.		

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	Standard 2	5.2.b Use a range of strategies including summarizing passages to comprehend fifth-grade recreational materials in a variety of genres. 5.2. B.1 Determining sequence of events 5.2. B.3 Distinguishing fiction and nonfiction 5.2.B.4 Using sentence structure and context to determine meaning 5.2.B.5 Using prior knowledge and experience to interpret meaning 5.2.B.6 Skimming passages to obtain primary message	Taught throughout units 1-6 (SF) 5.2.B.4-Unit 1 (HM) ARMT Practice Booklet Pages 6-13 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, ARI strategies		

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	Standard 3	5.3.a Recognize the use and effect of literary elements, including, setting, character traits, and stated purpose to gain information from various text formats, including tables and charts. 5.3.B.1 Recognizing persuasive techniques 5.3.B.2 Identifying main idea and supporting details 5.3.B.4 Identifying implied purpose	5.3.a Units 1-6 (SF) 5.3.B.1 –Unit 5(SF Grammar) 5.3.B.2 – Unit 10 Will need supplementary material 5.3.B.4 –Unit 1-6 (SF) 5.3.B.2 – Unit 10 Will need supplementary material ARMT-Pages 6-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.3.b. Recognize the use and effect of literary devices, including metaphors, and simple symbolism to gain information from various text formats, including tables and charts 5.3.B.1 Recognizing use of personification	5.3.b-Units 2-6 (SF) 5.3.B.1-Unit 1(SF) Will need supplementary materials 5.3.B.1-Will need Supplementary materials ARMT pages 6-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Main Idea – ELL pgs. 92-93, 78-79 Author’s Purpose – ELL pgs. 71--72		

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		5.4c Use a wide range of strategies and skills, including drawing conclusions to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.2 Determining cause and effect 5.4.B.3 Distinguishing fact from opinion 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.5 Using sentence structure and context to determine word meaning 5.4.B.6 Using prior knowledge and experience to interpret meaning 5.4.B.7 Using self-monitoring for text understanding 5.4.B.8 Using expanded vocabulary to determine word meaning 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference materials	Taught throughout the year(SF)1-6 5.4.B.1 5.4.B.4 5.4.B.5 5.4.B.6 5.4.B.7 5.4.B.8 5.4.B.10 5.4.B.11 5.4.B.2-Units 1,3,5 5.4.B.3 Units 2,3,6 ARMT Pages 14-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Fact & Opinion – ELL pgs. 85-86		

<i>Time Period</i> <i>(Pacing – when)</i>	ARMT/AHSGE Correlations	Standards/ Components <i>(Pacing – what)</i>	Resources/ Activities <i>(Pacing – how)</i> Curricular Alignment	Date of Common Formative Assessment <i>(Pacing – how well)</i>	Mapping Comments <i>(What works what needs adjustment)</i>
3 rd Six Weeks		5.6.a Use text features, including indexes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.b Use text features, including tables, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.c Use text features, including appendixes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Graphic Sources – ELL pgs. 99-100		

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		5.7.a Compose expository texts using an introductory paragraph that includes a main idea. 5.7.B.1 Determining purpose and audience prior to writing 5.7.B.2 Demonstrating clarity and organization in composition 5.7.B.4 Using appropriate prewriting strategies	Unit 1-6(SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.7.b Compose expository text using supporting paragraphs with a minimum of three reasons, explanations, or steps in a process 5.7.B.2 Demonstrating clarity and organization in composition 5.7.B.3 Using appropriate transition words	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.7.B.5 Composing persuasive texts, including a minimum of three reasons that support a stance or position.	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: Small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.B.6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone	Units 1-6 (SF) Unit 2 and 6- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.8.a Express meaning through writing varied sentence structure in an organized manner 5.8.B.1 Editing writing for clarity of thought 5.8.B.2 Correction awkward sentence construction, redundancy, fragments, and run-ons in written presentations. 5.8.B.3 Utilizing precise vocabulary in oral and written presentations 5.8.B.5 Responding in writing to open-ended questions	5.8.a Units a1-6 (SF) 5.8.B.1 Units 1-6 (SF) 5.8.B.2 Units 1 (HM) Unit 1-(SF) 5.8.B.3 Unit 1 (SF Grammar) 5.8.B.5 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.8.c Express meaning through writing multi-paragraph composition 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.9c Apply mechanics in writing, including commas after introductory words, with noun of direct address, and in compound sentence	Units 3, 4, and 6 (SF) Units 1 and 9 (HM) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.10.e Demonstrate knowledge of grammar and usage concepts, including and subject, object, and possessive pronouns.	Unit 11 (HM) Units 3-4 (SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.11.a Use search strategies in the research process to identify reliable current resources to locate information	Unit 12 (HM) Unit 6 (SF) Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.11.b Use search strategies in the research process to identify computer technology to locate information.	Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Needs supplementary materials Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		13.)Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.	Unit 1-6 Dictation Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.1.a Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 5.1.B.1 Identifying word chunks or parts 5.1.B.2 Recognizing inflected endings 5.1.B.3 Identifying possessives and contractions	5.1.a and 5.2.B.1-Taught throughout Units 1-6 5.1.B.2-Inflected endings-Unit 1, (SF) (HM) Unit 5 5.1.B.3 Possessives-Unit 2-5 (SF) (HM) Unit 3 ARMT Practice Booklet 24 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards.		

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		5.2.b Use a range of strategies including summarizing passages to comprehend fifth-grade recreational materials in a variety of genres. 5.2. B.1 Determining sequence of events 5.2. B.3 Distinguishing fiction and nonfiction 5.2.B.4 Using sentence structure and context to determine meaning 5.2.B.5 Using prior knowledge and experience to interpret meaning 5.2.B.6 Skimming passages to obtain primary message	Taught throughout units 1-6 (SF) 5.2.B.4-Unit 1 (HM) ARMT Practice Booklet Pages 6-13 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, ARI strategies.		
		5.3.a Recognize the use and effect of literary elements, including, setting, character traits, and stated purpose to gain information from various text formats, including tables and charts. 5.3.B.1 Recognizing persuasive techniques 5.3.B.2 Identifying main idea and supporting details 5.3.B.4 Identifying implied purpose	5.3.a Units 1-6 (SF) 5.3.B.1 –Unit 5(SF Grammar) 5.3.B.2 – Unit 10 Will need supplementary material 5.3.B.4 –Unit 1-6 (SF) 5.3.B.2 – Unit 10 Will need supplementary material ARMT-Pages 6-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Generalization – ELL pgs. 127-128		

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>5.4a Use a wide range of strategies and skills, including using text features to gain meaning to comprehend fifth-grade informational and functional reading materials.</p> <p>5.4.B.1 Determining sequence of events</p> <p>5.4.B.3 Distinguishing fact from opinion</p> <p>5.4.B.4 Using previewing and predicting skills to determine content</p> <p>5.4.B.5 Using sentence structure and context to determine word meaning</p> <p>5.4.B.6 Using prior knowledge and experience to interpret meaning</p> <p>5.4.B.8 Using expanded vocabulary to determine word meaning</p> <p>5.4.B.9 Recognizing persuasive techniques</p> <p>5.4.B.10 Skimming passages to get significance of passage</p> <p>5.4.B.11 Using reference materials</p>	<p>Unit 1-6 (SF)</p> <p>5.4.B.9 -Unit 5(SF Grammar)</p> <p>5.4.B.11- Taught throughout 4th grade Unit 5(SF)</p> <p>ARMT Practice Pages</p> <p>Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies</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		5.4c Use a wide range of strategies and skills, including drawing conclusions to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.2 Determining cause and effect 5.4.B.3 Distinguishing fact from opinion 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.5 Using sentence structure and context to determine word meaning 5.4.B.6 Using prior knowledge and experience to interpret meaning 5.4.B.7 Using self-monitoring for text understanding 5.4.B.8 Using expanded vocabulary to determine word meaning 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference materials	Taught throughout the year(SF)1-6 5.4.B.1 5.4.B.4 5.4.B.5 5.4.B.6 5.4.B.7 5.4.B.8 5.4.B.10 5.4.B.11 5.4.B.2-Units 1,3,5 5.4.B.3 Units 2,3,6 ARMT Pages 14-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Draw conclusions – ELL pgs. 106-107, 134-135 Generalization – ELL pgs. 127-128		

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		5.6.b Use text features, including tables, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.c Use text features, including appendixes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Graphic Sources – ELL pgs. 120-121		

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		5.7.b Compose expository text using supporting paragraphs with a minimum of three reasons, explanations, or steps in a process 5.7.B2 Demonstrating clarity and organization in composition 5.7.B.3 Using appropriate transition words	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.c Compose expository text using a conclusion 5.7.B2 Demonstrating clarity and organization in a composition 5.7.B3 Using appropriate transition words in a composition	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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4 th Six Weeks		5.7.B.5 Composing persuasive texts, including a minimum of three reasons that support a stance or position.	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.8.a Express meaning through writing varied sentence structure in an organized manner 5.8.B.1 Editing writing for clarity of thought 5.8.B.2 Correction awkward sentence construction, redundancy, fragments, and run-ons in written presentations. 5.8.B.3 Utilizing precise vocabulary in oral and written presentations 5.8.B.5 Responding in writing to open-ended questions	5.8.a Units a1-6 (SF) 5.8.B.1 Units 1-6 (SF) 5.8.B.2 Units 1 (HM) Unit 1-(SF) 5.8.B.3 Unit 1 (SF Grammar) 5.8.B.5 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.8.c Express meaning through writing multi-paragraph composition 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.7.B.5 Composing persuasive texts, including a minimum of three reasons that support a stance or position.	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.B.6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone	Units 1-6 (SF) Unit 2 and 6- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.9.a Applying mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotations 5.9.B.1 Using quotation marks with titles of short stories and poems 5.9.B.2 Capitalizing proper adjectives, titles of books, and works of art	5.9.a-Unit 9 (HM) Unit 4 and 6 (SF) 5.9.B.1 Unit 9 (HM) 5.9.B.2 Unit 7 and 9 (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.9.b Apply mechanics in writing, including colon to introduce a list	Units 4 and 5 (SF) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.9.B.3 Using apostrophes with possessives	Unit 2 (SF) Unit 3 (HM) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.10.a Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject	Units 1-4 (SF) Units 1-5 (HM) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.10.c Demonstrate knowledge of grammar and usage concepts, including forms of adjectives 5.10.B.1 Writing sentences without the use of double negatives 5.10.B.2 Identifying homonyms, homophones, and homographs 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing	5.10.c 5.10.B.1 Unit 13 (HM) Unit 5 (SF) 5.10.B.2 Unit 4 (SF) spelling Needs supplementary material 5.10.B.4 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.11.b Use search strategies in the research process to identify computer technology to locate information.	Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Needs supplementary materials Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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4 th Six Weeks		5.13Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.	Unit 1-6 dictation Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.1.a Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 5.1.B.1 Identifying word chunks or parts 5.1.B.2 Recognizing inflected endings 5.1.B.3 Identifying possessives and contractions	5.1.a and 5.2.B.1-Taught throughout Units 1-6 5.1.B.2-Inflected endings-Unit 1, (SF) Unit 5 (HM) 5.1.B.3 Possessives-Unit 2-5 (SF) (HM) Unit 3 Contractions- Units 1 and 5 (SF) Unit 5 (HM) ARMT Practice Booklet 24 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards.		

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5 th six weeks		5.2.b Use a range of strategies including summarizing passages to comprehend fifth-grade recreational materials in a variety of genres. 5.2. B.1 Determining sequence of events 5.2. B.3 Distinguishing fiction and nonfiction 5.2.B.4 Using sentence structure and context to determine meaning 5.2.B.5 Using prior knowledge and experience to interpret meaning 5.2.B.6 Skimming passages to obtain primary message 5.2.B.7 Inferring motive of character	Taught throughout units 1-6 (SF) 5.2.B.4-Unit 1 (HM) ARMT Practice Booklet Pages 6-13 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, ARI strategies Generalization – ELL pgs. 169-170 Character & Plot – ELL pgs. 141-142		

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5 th six weeks		5.3.b. Recognize the use and effect of literary devices, including metaphors, and simple symbolism to gain information from various text formats, including tables and charts 5.3.B.1 Recognizing use of personification 5.3.B.4 Identifying implied purpose	5.3.b-Units 2-6 (SF) 5.3.B.1-Unit 1(SF) Will need supplementary material 5.3.B.1-Will need Supplementary material ARMT pages 6-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Graphic Sources – ELL pgs. 148-149 Author's Purpose – ELL pgs. 155-156		

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		5.4c Use a wide range of strategies and skills, including drawing conclusions to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.2 Determining cause and effect 5.4.B.3 Distinguishing fact from opinion 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.5 Using sentence structure and context to determine word meaning 5.4.B.6 Using prior knowledge and experience to interpret meaning 5.4.B.7 Using self-monitoring for text understanding 5.4.B.8 Using expanded vocabulary to determine word meaning 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference materials	Taught throughout the year(SF)1-6 5.4.B.1 5.4.B.4 5.4.B.5 5.4.B.6 5.4.B.7 5.4.B.8 5.4.B.10 5.4.B.11 5.4.B.2-Units 1,3,5 5.4.B.3 Units 2,3,6 ARMT Pages 14-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Cause & Effect – ELL pgs. 162-163		

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		5.6.c Use text features, including appendixes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Graphic Sources – ELL pgs. 148-149		

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		5.7.B.6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone	Units 1-6 (SF) Unit 2 and 6- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.c Compose expository text using a conclusion 5.7.B2 Demonstrating clarity and organization in a composition 5.7.B3 Using appropriate transition words in a composition	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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5 th six weeks		5.7.B.6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone	Units 1-6 (SF) Unit 2 and 6- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.B.7 Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion	Unit 8 (SF) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.8.b Express meaning through writing detailed paragraph in an organized manner. 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations 5.8.B.4 Bulleting major details and ideas to support a topic or subject	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.8.c Express meaning through writing multi-paragraph composition 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.10.c Demonstrate knowledge of grammar and usage concepts, including forms of adjectives 5.10.B.1 Writing sentences without the use of double negatives 5.10.B.2 Identifying homonyms, homophones, and homographs 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing	5.10.c 5.10.B.1 Unit 13 (HM) Unit 5 (SF) 5.10.B.2 Unit 4 (SF) spelling Needs supplementary material 5.10.B.4 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.11.a Use search strategies in the research process to identify reliable current resources to locate information	Unit 12 (HM) Unit 6 (SF) Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.11.b Use search strategies in the research process to identify computer technology to locate information.	Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Needs supplementary materials Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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)
		13.)Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.	Unit 1-6 dictation Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.1.a Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 5.1.B.1 Identifying word chunks or parts 5.1.B.2 Recognizing inflected endings 5.1.B.3 Identifying possessives and contractions	5.1.a and 5.2.B.1-Taught throughout Units 1-6 ARMT Practice Booklet 24 Teaching strategies including, but not limited to: Knowledge rating, vocabulary word map, quad cards.		

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)
		5.2.A. Use a wide range of strategies, drawing conclusions. 5.2.B Use a range of strategies including summarizing passages to comprehend fifth-grade recreational materials in a variety of genres. 5.2. B.1 Determining sequence of events 5.2.B.2 Comparing and Contrasting to Extend Meaning 5.2. B.3 Distinguishing fiction and nonfiction 5.2.B.4 Using sentence structure and context to determine meaning 5.2.B.5 Using prior knowledge and experience to interpret meaning 5.2.B.6 Skimming passages to obtain primary message	Taught throughout units 1-6 (SF) 5.2.B.4-Unit 1 (HM) ARMT Practice Booklet Pages 6-13 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, ARI strategies. Sequence – ELL pgs. 204-205 Main Idea – ELL pgs. 183-184 Compare & Contrast – ELL pgs. 190-191 Draw Conclusions – ELL pgs. 176-177		
		5.3.a Recognize the use and effect of literary elements, including, setting, character traits, and stated purpose to gain information from various text formats, including tables and charts. 5.3.B.1 Recognizing persuasive techniques 5.3.B.2 Identifying main idea and	5.3.a Units 1-6 (SF) 5.3.B.1 –Unit 5(SF Grammar) 5.3.B.2 – Unit 10 Will need supplementary material 5.3.B.4 –Unit 1-6 (SF) 5.3.B.2 – Unit 10 Will need supplementary material ARMT-Pages 6-22 Teaching strategies including, but not limited to: small groups,		

		supporting details 5.3.B.4 Identifying implied purpose	Graphic organizers, cooperative learning, other ARI Strategies		
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)
		5.4a Use a wide range of strategies and skills, including using text features to gain meaning to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.3 Distinguishing fact from opinion 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.5 Using sentence structure and context to determine word meaning 5.4.B.6 Using prior knowledge and experience to interpret meaning 5.4.B.8 Using expanded vocabulary to determine word meaning 5.4.B.9 Recognizing persuasive techniques 5.4.B.10 Skimming passages to get significance of passage	Unit 1-6 (SF) 5.4.B.9 -Unit 5(SF Grammar) 5.4.B.11- Taught throughout 4 th grade Unit 5(SF) ARMT Practice Pages Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies Sequence – ELL pgs. 204-205 Fact & Opinion – ELL pgs. 197-198		

		5.4.B.11 Using reference materials			
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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)
		5.4b Use a wide range of strategies and skills, including summarizing passages to comprehend fifth-grade informational and functional reading materials. 5.4.B.1 Determining sequence of events 5.4.B.2 Determining cause and effect 5.4.B.4 Using previewing and predicting skills to determine content 5.4.B.7 Using self-monitoring for text understanding 5.4.B.9 Recognizing persuasive techniques 5.4.B.10 Skimming passages to get significance of passage 5.4.B.11 Using reference sources	Taught throughout the year in units 1-6l 5.4.B.2 Units 1,3,5(SF) 5.4.B.9 Unit 5(SF Grammar) Used supplemental material ARMT Pages 14-22 Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.6.a Use text features, including indexes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.b Use text features, including tables, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.6.c Use text features, including appendixes, to guide interpretation of expository texts.	Unit 1-6(SF) Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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)
		5.7.b Compose expository text using supporting paragraphs with a minimum of three reasons, explanations, or steps in a process 5.7.B2 Demonstrating clarity and organization in composition 5.7.B.3 Using appropriate transition words	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.c Compose expository text using a conclusion 5.7.B2 Demonstrating clarity and organization in a composition 5.7.B3 Using appropriate transition words in a composition	Units 1-6 (SF) Unit 4- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.7.B.6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone	Units 1-6 (SF) Unit 2 and 6- (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		
		5.7.B.7 Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion	Unit 8 (SF) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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		5.8.b Express meaning through writing detailed paragraph in an organized manner. 5.8.B.1 Editing writing for clarity of thought 5.8.B.3 Utilizing precise vocabulary in oral and written presentations 5.8.B.4 Bulleting major details and ideas to support a topic or subject	Units 1-6 (SF) Pages 2-11 (HM) Unit 2,4,6,8,10,12 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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)
		5.9.a Applying mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotations 5.9.B.1 Using quotation marks with titles of short stories and poems 5.9.B.2 Capitalizing proper adjectives, titles of books, and works of art	5.9.a-Unit 9 (HM) Unit 4 and 6 (SF) 5.9.B.1 Unit 9 (HM) 5.9.B.2 Unit 7 and 9 (HM) Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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)
		5.10.c Demonstrate knowledge of grammar and usage concepts, including forms of adjectives 5.10.B.1 Writing sentences without the use of double negatives 5.10.B.2 Identifying homonyms, homophones, and homographs 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing 5.10.B.4 Using adjectives, adverbs, conjunctions, nouns and verbs in writing	5.10.c 5.10.B.1 Unit 13 (HM) Unit 5 (SF) 5.10.B.2 Unit 4 (SF) spelling Needs supplementary material 5.10.B.4 Previous Prompts from ADAW Book- Blowing away the State Writing Assessment Teach me Writing Program Strategies for writing Six plus 1 writing traits Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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)
		5.11.a Use search strategies in the research process to identify reliable current resources to locate information	Unit 12 (HM) Unit 6 (SF) Research and inquiry on units 1-6 (SF) Technology Cross-Curricular Center Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies		

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)
		<p>5.12 Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.</p> <ul style="list-style-type: none"> Using dramatizations with oral persuasive presentations role play, Reader's Theater Using figurative language found in literature to enhance oral communication personification, idiom, metaphor, simile, hyperbole, onomatopoeia, alliteration, symbolism 	<p>Technology Cross-Curricular Center Readers Theatre – resource book (end of each unit) Choral Reading</p> <p>Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies</p>		
		<p>5.13.) Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.</p>	<p>Unit 1-6 dictation Teaching strategies including, but not limited to: small groups, Graphic organizers, cooperative learning, other ARI Strategies</p>		