

## Grade 4 Pacing Guide

Week 4: Lesson 4 (Whole Group Weekly Plan p. T222-223/Suggested Small Group Plan p. T274-275)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
<b>Comprehension</b>	Skill: Theme  Strategy: Analyze/Evaluate	<b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>Whole Group</b> Scaffolded Support suggestions embedded in the Teacher Edition:	
<b>Decoding</b>	VCV and VCCV Syllable Patterns	<b>4.RF.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology, (e.g., roots and affixes), to read accurately unfamiliar multisyllabic words in context and out of context.	<ul style="list-style-type: none"> <li>English Language Learners</li> <li>Comprehension Intervention</li> </ul>	
<b>Fluency</b>	Intonation	<b>4.RF.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<b>Small Group</b> <ul style="list-style-type: none"> <li>Suggested Small Group Plan (p. T274-275)</li> <li>-Struggling Readers</li> <li>-On Level</li> <li>-Advanced</li> <li>-English Language Learners</li> </ul>	
<b>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Prefixes <i>non-</i> , <i>mis-</i>	<b>4.RF.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology, (e.g., roots and affixes), to read accurately unfamiliar multisyllabic words in context and out of context.	<ul style="list-style-type: none"> <li>Strategic Intervention (p. S32-41)</li> <li>English Language Learners (p. E32-41)</li> </ul>	
<b>Listening/Speaking/Viewing</b> <b>Spelling</b> <b>Grammar</b> <b>Writing</b>	Listening, speaking, viewing and writing should be incorporated into reading lessons to support reading instruction. Explicit instruction in listening speaking, viewing, spelling, grammar, and writing would occur during the Writing/Language Arts Block.			