

Grade 4 Pacing Guide(ELA)

Week 16: Lesson 16 (Whole Group Weekly Plan p. T6-7/Suggested Small Group Plan p. T58-59)					
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction	
Comprehension	Skill: Compare and Contrast Strategy: Monitor/Clarify	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	Whole Group Scaffolded Support suggestions embedded in the Teacher Edition: <ul style="list-style-type: none"> · English Language Learners · Comprehension Intervention 		
Decoding	Sound/Spelling Changes	4.RF.3a 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			
Fluency	Rate	4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	Small Group <ul style="list-style-type: none"> · Suggested Small Group Plan (p. T58-59) -Struggling Readers -On Level -Advanced -English Language Learners 		
Vocabulary	Target Vocabulary Vocabulary Strategy: Context Clues	4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary			<ul style="list-style-type: none"> · Strategic Intervention (p. S2-11)
Listening/Speaking/Viewing	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.				<ul style="list-style-type: none"> · English Language Learners (p. E2-11)
Spelling					
Grammar					
Writing					