

## Grade 4 Pacing Guide(ELA)

<b>Week 21: Lesson 21 (Whole Group Weekly Plan p. T6-7/Suggested Small Group Plan p. T60-61)</b>				
<b>Content Area</b>	<b>Content Objective(s)</b>	<b>Common Core State Standard(s)</b>	<b>Differentiation</b>	<b>Tier II Instruction</b>
<b>Comprehension</b>	Skill: Theme  Strategy: Summarize	<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: • English Language Learners • Comprehension Intervention  <b>Small Group</b> • Suggested Small Group Plan (p. T60-61) -Struggling Readers -On Level -Advanced -English Language Learners  • Strategic Intervention (p. S2-11) • English Language Learners (p. E2-11)	
<b>Decoding</b>	VCV Pattern and Word Parts	<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		
<b>Fluency</b>	Accuracy	<b>4.RF.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression		
<b>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Multiple-Meaning Words	<b>4.RL.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies		
<b>Listening/Speaking/Viewing</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.			
<b>Spelling</b>				
<b>Grammar</b>				
<b>Writing</b>				