## Grade 4 Pacing Guide(ELA)

Content AreaContent Objective(s)Common Core State Standard(s)DifferentiationTier II InstructionComprehensionSkill: Conclusions/ Generalizations Strategy: Summarize4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the textWhole Group StateGourse State Standard(s)DecodingUnusual Spellings4.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 contextSmall GroupFluencyAccuracy and Self-Correction4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading a necessarySmall Group Plan (p. T166-187) - Struggling Readers - On LevelVocabularyTarget Vocabulary Suffixes -er, -or, -ist4.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 contextSmall Group Plan (p. T166-187) - Struggling Readers - On LevelVocabularyTarget Vocabulary Suffixes -er, -or, -ist4.RF.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read icontext and out of contextSmall Group Plan (p. T166-187) - Struggling Readers - On LevelListening/Speaking/ Viewing SpellingListening, speaking, viewing and writing should be incorporated into reading lessons to support reading instruction. Explicit instruction (p. 542-51)Str	Week 30: Lesson 30 (Whole Group Weekly Plan p. T184-185/Suggested Small Group Plan p. T186-187)					
Generalizations Strategy: SummarizeRefer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the textWhole Group Scafolded Support suggestions embedded in the Teacher Edition:DecodingUnusual Spellings <b>4.RF.3</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 contextSmall Group Suggested Small Group Plan (p. T186-187)FluencyAccuracy and Self-Correction vocabulary <b>4.RF.4</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessarySuggested Small Group Plan (p. T186-187)VocabularyTarget Vocabulary Vocabulary Strategy: Suffixes -er, -or, -ist <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 correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of contextStrategic Intervention (p. S42-51)Listening/Speaking/ Viewing Spelling corr during the Writing/Language Arts Block.Listening speaking, viewing, spelling, grammar, and writing would occur during the Writing/Language Arts Block.Strategic Intervention (p. E42-51)	Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction	
JecouringUnusual Spellings4.R3aComprehension InterventionFluencyAccuracy and Self-Correction4.RF.4cSmall GroupFluencyAccuracy and Self-Correction4.RF.4cSuggested Small Group PlanVocabularyTarget Vocabulary4.RF.3aSuggested Small Group PlanVocabularyListening/Speaking/4.RF.3a- Struggling ReadersVocabularyListening, speaking, viewing and writing should be incorporated into listening speaking, viewing, spelling- Strategic InterventionListening /Speaking/ ViewingListening speaking, viewing, spelling, grammar, and writing would Grammar- Strategic Intervention	Comprehension	Generalizations	Refer to details and examples in a text when explaining what the text says explicitly and	Scaffolded Support suggestions embedded in the Teacher		
VocabularyTarget Vocabulary4.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 contextSuggested Small Group Plan (p. T186-187) 	Decoding	Unusual Spellings	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in			
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-AdvancedListening/Speaking/ ViewingListening, 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 BlockAdvancedGrammar-Strategic Intervention (p. S42-51)-Strategic Intervention 	Fluency	Accuracy and Self-Correction	Use context to confirm or self-correct word recognition and understanding, rereading as	<ul> <li>Suggested Small Group Plan (p. T186-187)</li> </ul>		
ViewingListening, 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.(p. S42-51)Grammaroccur during the Writing/Language Arts Block.(p. E42-51)	Vocabulary	Vocabulary Strategy:	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in	-Advanced		
	Viewing Spelling	reading lessons to support reading instruction. Explicit instruction in listening speaking, viewing, spelling, grammar, and writing would		<ul><li>(p. S42-51)</li><li>English Language Learners</li></ul>		
Writing	Grammar Writing			4		