

Grade 4 Pacing Guide

Week 1: Lesson 1 (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: Story Structure Strategy: Summarize	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, (e.g., a character’s thoughts, words, or actions). 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Whole Group Scaffolded Support suggestions embedded in the Teacher Edition: <ul style="list-style-type: none">· English Language Learners· Comprehension Intervention Small Group	
Decoding	The VCV Syllable Pattern	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.	(p. T58-59) -Struggling Readers -On Level -Advanced -English Language Learners · Strategic Intervention	
Fluency	Rate	4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	(p. S2-11) · English Language Learners (p. E2-11)	
Vocabulary	Target Vocabulary Vocabulary Strategy: Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i>	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.		
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.			
Spelling				
Grammar				
Writing				