

## Grade 4 Pacing Guide

<b>Week 3: Lesson 3 (Whole Group Weekly Plan p. T152-153/Suggested Small Group Plan p. T202-203)</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: Cause and Effect  Strategy: Visualize	<b>4.RI.5</b> Describe the overall structure, (e.g., chronology, comparison, cause/effect, problem/solution), of events, ideas, concepts, or information in a text or part of a text.	<b>Whole Group</b> Scaffolded Support suggestions embedded in the Teacher Edition: <ul style="list-style-type: none"> <li>· English Language Learners</li> <li>· Comprehension Intervention</li> </ul> <b>Small Group</b> <ul style="list-style-type: none"> <li>· Suggested Small Group Plan (p. T202-203)</li> <li>-Struggling Readers</li> <li>-On Level</li> <li>-Advanced</li> <li>-English Language Learners</li> <li>· Strategic Intervention (p. S22-31)</li> <li>· English Language Learners (p. E22-31)</li> </ul>	
<b>Decoding</b>	The VCCV Syllable Pattern	<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.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>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Context Clues	<b>4.RF.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<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>				