

Grade 4 Pacing Guide

Week 5: Lesson 5 (Whole Group Weekly Plan p. T294-295/Suggested Small Group Plan p. T354-355)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
Comprehension	Skill: Understanding Characters Strategy: Infer/Predict	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 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).	Whole Group Scaffolded Support suggestions embedded in the Teacher Edition: <ul style="list-style-type: none"> · English Language Learners · Comprehension Intervention Small Group <ul style="list-style-type: none"> · Suggested Small Group Plan (p. T354-355) -Struggling Readers -On Level -Advanced -English Language Learners <ul style="list-style-type: none"> · Strategic Intervention (p. S42-51) · English Language Learners (p. E42-51) 	
Decoding	Homophones	4.RL.1g Correctly use frequently confused words, (e.g., to, too, two; there, their).*		
Fluency	Expression	4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		
Vocabulary	Target Vocabulary Vocabulary Strategy: Use a Dictionary	4.RL.4c Consult reference materials, (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
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				