

Grade 4 Pacing Guide

| Week 8: Lesson 8 (Whole Group Weekly Plan p. T150-151/Suggested Small Group Plan p. T206-207) | | | | |
|---|--|---|--|---------------------|
| Content Area | Content Objective(s) | Common Core State Standard(s) | Differentiation | Tier II Instruction |
| Comprehension | Skill: Understanding Characters Strategy: Visualize | 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. | Whole Group Scaffolded Support suggestions embedded in the Teacher Edition: · English Language Learners · Comprehension Intervention Small Group · Suggested Small Group Plan (p. T206-207) -Struggling Readers -On Level -Advanced -English Language Learners · Strategic Intervention (p. S22-31) · English Language Learners (p. E22-31) | |
| Decoding | Stressed and Unstressed Syllables | 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. | | |
| Fluency | Stress | 4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | | |
| Vocabulary | Target Vocabulary Vocabulary Strategy: Figurative Language (Idioms) | 4.RL.5b Recognize and explain the meaning of common idioms, adages, and proverbs. | | |
| 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 | | | | |