

Grade 4 Pacing Guide

Week 10: Lesson 10 (Whole Group Weekly Plan p. T 294-295/Suggested Small Group Plan p. T354-355)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
Comprehension	Skill: Author's Purpose Strategy: Analyze/ Evaluate	4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	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) <ul style="list-style-type: none"> • English Language Learners (p. E42-51) 	
Decoding	Vowel + r in Multi-Syllable Words	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	Intonation	4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		
Vocabulary	Target Vocabulary Vocabulary Strategy: Analogies	4.RL.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
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				