

Grade 4 Pacing Guide(ELA)

Week 15: Lesson 15 (Whole Group Weekly Plan p. T298-299/Suggested Small Group Plan p. T354-355)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
Comprehension	Skill: Main Ideas and Details Strategy: Monitor/Clarify	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 	
Decoding	Three-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	Expression	4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	Small Group <ul style="list-style-type: none"> · Suggested Small Group Plan (p. T354-355) -Struggling Readers -On Level -Advanced -English Language Learners 	
Vocabulary	Target Vocabulary Vocabulary Strategy: Multiple-Meaning Words	4.RL.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies	<ul style="list-style-type: none"> · Strategic Intervention (p. S42-51) · English Language Learners (p. E42-51) 	
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				