

Grade 4 Pacing Guide(ELA)

Week 27: Lesson 27 (Whole Group Weekly Plan p. T50-51/Suggested Small Group Plan p. T52-53)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
Comprehension	Skill: Main Ideas/ Supporting Details Strategy: Question	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 Small Group <ul style="list-style-type: none"> · Suggested Small Group Plan (p. T52-53) -Struggling Readers -On Level -Advanced -English Language Learners <ul style="list-style-type: none"> · Strategic Intervention (p. S12-21) · English Language Learners (p. E12-21) 	
Decoding	More Final Syllables: Consonant plus <i>-le -al, -el</i>	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	Phrasing	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				