

## Grade 4 Pacing Guide

<b>Week 7: Lesson 7 (Whole Group Weekly Plan p. T78-79/Suggested Small Group Plan p. T132-133)</b>				
<b>Content Area</b>	<b>Content Objective(s)</b>	<b>Common Core State Standard(s)</b>	<b>Differentiation</b>	<b>Tier II Instruction</b>
<b>Comprehension</b>	Skill: Fact and Opinion  Strategy: Summarize	<b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>Whole Group</b> Scaffolded Support suggestions embedded in the Teacher Edition:</p> <ul style="list-style-type: none"> <li>· English Language Learners</li> <li>· Comprehension Intervention</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>· Suggested Small Group Plan (p. T132-133)</li> <li>-Struggling Readers</li> <li>-On Level</li> <li>-Advanced</li> <li>-English Language Learners</li> </ul> <p>· Strategic Intervention (p. S12-21)</p> <ul style="list-style-type: none"> <li>· English Language Learners (p. E12-21)</li> </ul>	
<b>Decoding</b>	Common Consonant Patterns: Clusters	<b>4.RF.3a</b> 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.		
<b>Fluency</b>	Phrasing: Punctuation	<b>4.RF.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		
<b>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Greek and Latin Word Parts	<b>4.RL.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word, (e.g., telegraph, photograph, autograph).		
<b>Listening/Speaking/Viewing</b>	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.			
<b>Spelling</b>				
<b>Grammar</b>				
<b>Writing</b>				