

Grade 4 Pacing Guide

Week 9: Lesson 9 (Whole Group Weekly Plan p. T222-223/Suggested Small Group Plan p. T278-279)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
Comprehension	Skill: Conclusions and Generalizations Strategy: Question	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: <ul style="list-style-type: none"> · English Language Learners · Comprehension Intervention Small Group <ul style="list-style-type: none"> · Suggested Small Group Plan (p. T278-279) -Struggling Readers -On Level -Advanced -English Language Learners · Strategic Intervention (p. S32-41) · English Language Learners (p. E32-41) 	
Decoding	Common Beginning 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	Accuracy	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.		
Vocabulary	Target Vocabulary Vocabulary Strategy: Antonyms	4.RL.5c Demonstrate understanding of words by relating them to their opposites, (antonyms), and to words with similar but not identical meanings, (synonyms).		
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				