

## Grade 4 Pacing Guide(ELA)

<b>Week 13: Lesson 13 (Whole Group Weekly Plan p. T152-153)/Suggested Small Group Plan p. T204-205)</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: Cause and Effect  Strategy: Summarize	<b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	<b>Whole Group</b> Scaffolded Support suggestions embedded in the Teacher Edition: • English Language Learners • Comprehension Intervention	
<b>Decoding</b>	Recognizing Common Word Parts	<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: Pauses	<b>4.RF.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	<b>Small Group</b> • Suggested Small Group Plan (p. T204-205) -Struggling Readers -On Level -Advanced -English Language Learners  • Strategic Intervention (p. S22-31) • English Language Learners (P. E22-31)	
<b>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Greek and Latin Word Parts <i>spect, struct, tele, vis</i>	<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> <b>Spelling</b> <b>Grammar</b> <b>Writing</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.			