

## Grade 4 Pacing Guide(ELA)

| <b>Week 18: Lesson 18 (Whole Group Weekly Plan p.T150-151/Suggested Small Group Plan p.202-203)</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: Understanding Characters<br>Strategy: Question  | <b>4.RL.3</b><br>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)   | <b>Whole Group</b><br>Scaffolded Support suggestions embedded in the Teacher Edition:<br><ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Comprehension Intervention</li> </ul><br><b>Small Group</b><br><ul style="list-style-type: none"> <li>• Suggested Small Group Plan (p. T202-203)</li> <li>-Struggling Readers</li> <li>-On Level</li> <li>-Advanced</li> <li>-English Language Learners</li> <li>• Strategic Intervention (p. S22-31)</li> <li>• English Language Learners (p. E22-31)</li> </ul> |                            |
| <b>Decoding</b>   | Recognizing Prefixes<br><i>re-, un-, dis-</i>  | <b>4.RF.3a</b><br>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>  | Accuracy and Self-Correction   | <b>4.RF.4c</b><br>Use context to confirm or self-correct word recognition and understanding, rereading as necessary  |  |                            |
| <b>Vocabulary</b>   | Target Vocabulary<br><br>Vocabulary Strategy:<br>Homophones, Homonyms,<br>Homographs   | <b>4.RL.1g</b><br>Correctly use frequently confused words (e.g., to, too, two; there, their)   |  |                            |
| <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>  |  |  |  |                            |