

## Grade 4 Pacing Guide(ELA)

<b>Week 29: Lesson 29 (Whole Group Weekly Plan p. T138-139/Suggested Small Group Plan p. T140-141)</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 Strategy: Infer/Predict	<b>4.RL.3</b> 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> Scaffolded Support suggestions embedded in the Teacher Edition: • English Language Learners • Comprehension Intervention  <b>Small Group</b> • Suggested Small Group Plan (p. T140-141) -Struggling Readers -On Level -Advanced -English Language Learners  • Strategic Intervention (p. S32-41) • English Language Learners (p. E32-41)	
<b>Decoding</b>	Silent Consonants	<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>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Word Origins	<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>				