

## Grade 4 Pacing Guide(ELA)

| Week 30: Lesson 30 (Whole Group Weekly Plan p. T184-185/Suggested Small Group Plan p. T186-187) |  |  |  |                     |  |
|---|--|--|--|---------------------|--|
| Content Area  | Content Objective(s)   | Common Core State Standard(s)  | Differentiation  | Tier II Instruction |  |
| Comprehension   | Skill: Conclusions/<br>Generalizations<br>Strategy: Summarize  | <b>4.RL.1</b><br>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text   | <b>Whole Group</b><br>Scaffolded Support suggestions embedded in the Teacher Edition: <ul style="list-style-type: none"><li>English Language Learners</li><li>Comprehension Intervention</li></ul>             |                     |  |
| Decoding  | Unusual Spellings  | <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 |  |                     |  |
| Fluency   | Accuracy and Self-Correction   | <b>4.RF.4c</b><br>Use context to confirm or self-correct word recognition and understanding, rereading as necessary  |  |                     |  |
| Vocabulary  | Target Vocabulary<br><br>Vocabulary Strategy:<br>Suffixes <i>-er, -or, -ist</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>Small Group</b> <ul style="list-style-type: none"><li>Suggested Small Group Plan (p. T186-187)</li><li>-Struggling Readers</li><li>-On Level</li><li>-Advanced</li><li>-English Language Learners</li></ul> |                     |  |
| Listening/Speaking/<br>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. |  |  |                     | <ul style="list-style-type: none"><li>Strategic Intervention (p. S42-51)</li><li>English Language Learners (p. E42-51)</li></ul> |
| Spelling  |  |  |  |                     |  |
| Grammar   |  |  |  |                     |  |
| Writing   |  |  |  |                     |  |