

## Grade 4 Pacing Guide

<b>Week 9: Lesson 9 (Whole Group Weekly Plan p. T222-223/Suggested Small Group Plan p. T278-279)</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: Conclusions and Generalizations  Strategy: Question	<b>4.RL.1</b> 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> Scaffolded Support suggestions embedded in the Teacher Edition: · English Language Learners · Comprehension Intervention  <b>Small Group</b> · 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)	
<b>Decoding</b>	Common Beginning Syllables	<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>	Accuracy	<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>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Antonyms	<b>4.RL.5c</b> Demonstrate understanding of words by relating them to their opposites, (antonyms), and to words with similar but not identical meanings, (synonyms).		
<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>				