

## 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 Strategy: Question	<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. T202-203) -Struggling Readers -On Level -Advanced -English Language Learners  • Strategic Intervention (p. S22-31) • English Language Learners (p. E22-31)	
<b>Decoding</b>	Recognizing Prefixes <i>re-, un-, dis-</i>	<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 and Self-Correction	<b>4.RF.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary		
<b>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Homophones, Homonyms, Homographs	<b>4.RL.1g</b> 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>				