

## Grade 4 Pacing Guide(ELA)

<b>Week 22: Lesson 22 (Whole Group Weekly Plan p. T80-81/Suggested Small Group Plan p. T132-133)</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: Cause and Effect  Strategy: Infer/Predict	<b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	<b>Whole Group</b> Scaffolded Support suggestions embedded in the Teacher Edition: <ul style="list-style-type: none"> <li>· English Language Learners</li> <li>· Comprehension Intervention</li> </ul>	
<b>Decoding</b>	Syllable Patterns and Word Parts	<b>4.RF3a</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>Small Group</b> <ul style="list-style-type: none"> <li>· Suggested Small Group Plan (p. T132-133)</li> <li>-Struggling Readers</li> <li>-On Level</li> <li>-Advanced</li> <li>-English Language Learners</li> </ul>	
<b>Vocabulary</b>	Target Vocabulary  Vocabulary Strategy: Use a Dictionary	<b>4.RL.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
<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>				