

Grade 4 Pacing Guide(ELA)

Week 28: Lesson 28 (Whole Group Weekly Plan p. T94-95/Suggested Small Group Plan p. T96-97)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
Comprehension	Skill: Fact and Opinion Strategy: Monitor/Clarify	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Whole Group Scaffolded Support suggestions embedded in the Teacher Edition: • English Language Learners • Comprehension Intervention Small Group • Suggested Small Group Plan (p. T96-97) -Struggling Readers -On Level -Advanced -English Language Learners • Strategic Intervention (p. S22-31) • English Language Learners (p. E22-31)	
Decoding	Stress in Multi-Syllable Words	4.RF.3a 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	Rate	4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression		
Vocabulary	Target Vocabulary Vocabulary Strategy: Prefixes <i>con-</i> , <i>com-</i> , <i>in-</i> , <i>im-</i>	4.R.3a 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		
Listening/Speaking/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.			
Spelling				
Grammar				
Writing				