

Grade 4 Pacing Guide(ELA)

Week 29: Lesson 29 (Whole Group Weekly Plan p. T138-139/Suggested Small Group Plan p. T140-141)				
Content Area	Content Objective(s)	Common Core State Standard(s)	Differentiation	Tier II Instruction
Comprehension	Skill: Understanding Characters Strategy: Infer/Predict	4.RL.3 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)	Whole Group Scaffolded Support suggestions embedded in the Teacher Edition: • English Language Learners • Comprehension Intervention	
Decoding	Silent Consonants	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	Phrasing: Pauses	4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	Small Group • Suggested Small Group Plan (p. T140-141) -Struggling Readers -On Level -Advanced -English Language Learners	
Vocabulary	Target Vocabulary Vocabulary Strategy: Word Origins	4.RL.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)		
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				