



Common Core Support Coach, ELA Grade 4 **Summer School Pacing Guide**

To the Teacher...

The lessons and activities chosen for this Pacing Guide are those that we recommend as areas of focus within the *Common Core Support Coach* ELA curriculum. It is designed for 16 days of instruction, so if your summer school program is shorter or longer, you can implement more or less of the options. Depending on whether you wish to gather more comparative data on student's pre- and post-program performance, or gather formative data during the program, you can rely on either the *Support Coach* Practice Tests or the Lesson Quizzes for assessment data.

The needs of each class are different, so incorporate the parts of the lessons (e.g. multiple reads) that you see working most effectively for your students.

Have a wonderful summer program!

Common Core Support Coach, ELA Grade 4
Summer School Pacing Guide
(16 Days, 90-minute sessions)

Day 1	Day 2	Day 3	Day 4
<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p>Close Reading Introduce Lesson 4: Poetry. Do First Read of “The Wind and The Moon,” pp. 90-94. Read aloud and model the practice skill from p. 88. Have students complete the orange sidebars and the chart on p. 237. Do Second Read, beginning with Practice the Skill on p. 89. Read the text with students, and have them discuss sidebars and complete the green section on p. 238. <i>(65 min.)</i></p> <p>Closure Have students write down three descriptive words from the poem to share with the group. <i>(10 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p>Close Reading Lesson 4: Review the skills learned and used from the prior day. Assign the Third Read for deeper meaning, using blue sidebars and p. 238. Have students complete information and discuss in pairs their thoughts and markings of the text. Review how each of the three reads had a different purpose and how much they now understand. <i>(60 min.)</i></p> <p>Vocabulary p. 95: Synonyms <i>(20 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p>Close Reading Lesson 4: “The Wind Tapped a Tired Man/Winter.” Have students do Practice the Skill on p. 96. Lead the First Read, reading aloud pp. 98-100. Have students work on p. 239. Then do the Second Read after Practice the Skill on p. 97. Read with students to work on the skill, discuss green sidebars, and complete p. 240. <i>(55 min.)</i></p> <p>Vocabulary p. 101: Choose Words to convey ideas. <i>(20 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p>Close Reading Lesson 4: Conduct the Third Read in unison. Have pairs complete the Critical Thinking portion of p. 239 and the blue sidebars. Then have students do Respond to Text, p. 103. Finish with the Read On Your Own selection, “A Bird Came Down the Walk, pp. 104-108. Have students read and complete the Comprehension check. Discuss as a class. <i>(75 min.)</i></p> <p>Assessment (optional) Administer the quiz for Lesson 4.</p>

Day 5	Day 6	Day 7	Day 8
<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p>Close Reading Have students complete their independent reads/comprehension check of Lesson 4 as needed. Review the skills mastered and the elements of poetry. Introduce Lesson 6: Scientific Nonfiction, pp. 133-156. Have students do the Practice the Skill on p. 134. Followed with reading aloud the First Read, “Coral Reefs: Amazing Ecosystems,” pp. 136-140. Model reading the selection and applying the skill. Have student complete the orange sidebars and p. 245. (70 min.)</p> <p>Closure Have student write in their journals three characteristics of a nonfiction piece of writing. (5 min.)</p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p>Close Reading Lesson 6: model the skill on p. 135. Model the Second Read with students, having them discuss the green sidebars and complete the chart on p. 246. For the Third Read (critical thinking), read with students. Have them complete p. 245 using evidence from text. Review sequence of events skill and using illustrations in nonfiction to gain information. (55 min.)</p> <p>Fluency (Fluency section located in back of Teacher’s Manual) Work with one child at a time. Follow the same process for 3-4 students. Have remaining students complete Vocabulary on p. 149: Antonyms. (30 min.)</p>	<p><i>Note: Due to time, skip the second passage of Lesson 6.</i></p> <p>Close Reading Lesson 6: Have students complete their close reads of the independent selection, “Killer Plants.” Assist students as needed. Have students reflect on skills learned in their journal. Then have students read and complete pp. 152-156. (55 min.)</p> <p>Fluency Work with one child at a time. Follow the same process for 3-4 students. Have remaining students complete Vocabulary on p. 149: Antonyms. (30 min.)</p> <p>Closure As a whole group, have students share a key vocabulary word and its meaning. (5 min.)</p> <p>Assessment (optional) Administer the quiz for Lesson 6.</p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p>Close Reading Introduce Lesson 2: Short Stories, pp. 37-60. Model Practice the Skill on p. 38. Lead the First Read of “Things That Go Bump in the Night,” pp. 40-47. Read aloud, asking for volunteer readers as well. Have students complete the orange sidebars and p. 229. Do the Second Read, beginning with Practice the Skill on p. 39. Have students complete the second read portion of the close reading worksheet and discuss the questions together. Have students follow the green sidebars to monitor the text. (55 min.)</p> <p>Fluency Work with one child at a time. Follow the same process for 3-4 students. Have remaining students complete Vocabulary on p. 149: Antonyms. (30 min.)</p>

Day 9	Day 10	Day 11	Day 12
<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 2: Review with students the purpose of the second read, as well as the skills learned. Do the Third Read (critical thinking), having students complete p. 230 using evidence from the text. Review information from blue sidebars. Introduce “What Are Friends For?” pp. 48-52 with Practice the Skill on p. 46. Model the First Read for students. Discuss the orange sidebars and p. 232. <i>(60 min.)</i></p> <p>Vocabulary p. 53: Greek and Latin Roots and prefixes <i>(20 min.)</i></p> <p>Closure Ask: How can knowing Greek and Latin roots help you learn unknown words? Have students write their answers in their journals. <i>(5 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 2: Lead the Second Read of “What Are Friends For?” beginning with Practice the Skill, p. 47. Have students complete p. 233 and discuss the green sidebars. Then begin the Third Read (critical thinking). Have students read with peers. Start a whole-group discussion on writing a paragraph, focusing on point of view (pp. 54-55). <i>(60 min.)</i></p> <p>Writing Have students write a paragraph using text to compare and contrast. <i>(20 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 2: Introduce the Read On Your Own passage, “The Wolf Who Cried Boy” (pp. 56-60). Have students read and apply the skills they have learned for the First and Second Reads. Then have students do their Third Read for (critical thinking) and complete p. 53-54. You may wish for students to do this in pairs for discussion. Finally, have students complete the comprehension questions. <i>(60 min.)</i></p> <p>Closure Ask: What does the phrase “The Boy Who Cried Wolf” mean? Have students share what they think this refers to. <i>(15 min.)</i></p> <p>Assessment (optional) Administer the quiz for Lesson 2.</p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(5 min.)</i></p> <p>Close Reading Lesson 2: Complete any remaining independent work. Lesson 8: Literary Nonfiction (pp. 191-216.) Introduce the First Read of “Abraham Lincoln: A Biography,” pp. 194-198. Model Practice the Skill on p. 192 and read the passage with students. Have students discuss the orange sidebars and complete the chart on p. 255. For the Second Read, begin with Practice the Skill on p. 193. Focus students on the green sidebars. Have them complete p. 256 and discuss. Then have students complete pp. 208-209 in pairs. <i>(60 min.)</i></p> <p>Vocabulary p. 199: Context Clues <i>(20 min.)</i></p> <p>Closure Have students begin to create a timeline for their life. <i>(10 min.)</i></p>

Day 13	Day 14	Day 15	Day 16
<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(5 min.)</i></p> <p>Close Reading Lesson 8: Introduce the Third Read of “Abraham Lincoln: A Biography” for critical thinking. Have students complete p. 256 and discuss the blue sidebars. Introduce “Rebecca Fire Fox: Sculptor of Wood,” pp. 202-206, beginning with Practice the Skill on p. 200. Model the First Read. Have students discuss the orange sidebars and complete p. 257. <i>(50 min.)</i></p> <p>Vocabulary p. 207: Choose precise words <i>(20 min.)</i></p> <p>Closure Have students complete their personal timeline. <i>(15 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(5 min.)</i></p> <p>Close Reading Lesson 8: To prepare for the Second Read, lead students in Practice the Skill, p. 193. Have them answer the questions p. 256 and discuss as a class. Assign the Third Read (critical thinking) to students. Have them discuss the blue sidebars in pairs. <i>(50 min.)</i></p> <p>Writing Have students write a paragraph summarizing the second passage in the lesson. <i>(20 min.)</i></p> <p>Closure Have volunteers share their timelines with the class. <i>(15 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(5 min.)</i></p> <p>Close Reading Lesson 8: Have students do the First Read of the Read On Your Own passage, “Gertrude Ederle: Queen of the Waves,” pp. 210-216. Have students apply the skills they have learned and complete pp. 215-216. <i>(60 min.)</i></p> <p>Writing Have students complete their summary paragraphs. Have volunteers share their writing with the class. <i>(25 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(5 min.)</i></p> <p>Close Reading Lesson 8: Have students do the Second Read and Third Read of the Read On Your Own passage, pp. 210-216. Have students will reflect on pages, followed by the Comprehension Check questions at the end of the passage. Then have students write and share with groups the strategies and skills they have learned through Support Coach text. <i>(65 min.)</i></p> <p>Free Read Have students select and read a new passage from another Lesson in the book. <i>(20 min.)</i></p> <p>Assessment (optional) Administer the quiz for Lesson 8.</p>