Fourth Grade Reading Lesson Plans School Week of

Week ofTeacher	Teacher			School		
Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	
Students will:	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group	
1.Demonstrate word recognition skills, including structural	DOL	DOL	DOL	DOL	DOL	
analysis (root words, prefixes, suffixes) Producing common word parts	Frayer Model Word	Frayer Model Word	Frayer Model Word	Frayer Model Word	Frayer Model Word	
Reading multisyllable words Reading compound words, contractions, possessives, and inflectional	FocusSkill	FocusSkill	FocusSkill	FocusSkill	FocusSkill	
endings.	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	
Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.	Spelling Pattern:	Spelling Pattern:	Spelling Pattern:	Spelling Pattern:	Spelling Pattern:	
Using context clues Reading multiple-meaning words	Read Aloud pp	Read Aloud pp	Read Aloud pp	Read Aloud pp	Read Aloud pp	
Increasing the number of sight words						
3. Use a wide range of strategies, including distinguishing fiction	Small Group 1	Small Group 1	Small Group 1	Small Group 1	Small Group 1	
from nonfiction and making inferences to comprehend fourth- grade literary/recreational materials in a variety of genres	Book/Passage	Book/Passage	Book/Passage	Book/Passage	Book/Passage	
Skimming passages Summarizing	Focus Skill	Focus Skill	Focus Skill	Focus Skill	Focus Skill	
Comparing and contrasting Using sentence structure and context	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	
Self-monitoring for understanding (rereading, using context clues,	Reread	Reread	Reread	Reread	Reread	
adjusting speed, and accessing prior knowledge and experiences)	Timed reread	Timed reread	Timed reread	Timed reread	Timed reread	
Using vocabulary knowledge	Small Group 2	Small Group 2	Small Group 2	Small Group 2	Small Group 2	
Reading fluently with expression and attention to punctuation	Book/Passage	Book/Passage	Book/Passage	Book/Passage	Book/Passage	
Using prior knowledge and experience	Booly i assage	Booky r ussage	Doory russage	Doory r ussage	booky r assage	
Drawing conclusions	Focus Skill	Focus Skill	Focus Skill	Focus Skill	Focus Skill	
Asking and answering questions	, seas sian	, seas sian	T ocus siun	1 ocas sian	1 ocus sitiii	
Relating events, ideas, and characters to specific life experiences	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	
4. Identify literary elements and devices, including characters,	,					
important details, and similes, in literary/recreational materials	Reread	Reread	Reread	Reread	Reread	
and identify important details in textual/information materials.	Timed reread	Timed reread	Timed reread	Timed reread	Timed reread	
Identifying main idea	Small Group 3	Small Group 3	Small Group 3	Small Group 3	Small Group 3	
Identifying author's purpose	Book/Passage	Book/Passage	Book/Passage	Book/Passage	Book/Passage	
5. Use a wide range of strategies and skills, including using	20014. assage		Doory, assage		Doory Cassage	
sentence structure, locating information, and distinguishing fact from fiction to comprehend fourth-grade functional and	Focus Skill	Focus Skill	Focus Skill	Focus Skill	Focus Skill	
textual/informational reading materials.  Determining sequence of events	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	Focus Strategy	
Distinguishing fact from opinion	Reread	Reread	Reread	Reread	Reread	
Summarizing passages	Timed reread	Timed reread	Timed reread	Timed reread	Timed reread	
Comparing and contrasting	FLEX Time	FLEX Time	FLEX Time	FLEX Time	FLEX Time	
Self-monitoring text understanding Using text features to gain meaning	Intervention Students	Intervention Students	Intervention Students	Intervention Students	Intervention Students	
(titles, headings, glossary, boldface print, index, table of contents, tables,	Zinci vention ottoello	Z. I.C. VCIICIOTI DEGGETICS	and remoin students	Z. I.C. FOI WOLL SWACING	2.1.c. Foliable Stadello	
charts, graphs)						
Previewing and predicting						
Highlighting, note taking, and outlining	Progress Monitoring	Progress Monitoring	Progress Monitoring	Progress Monitoring	Progress Monitoring	
Detecting obvious bias	1 Togicos Fioritoring	1 Togicos Pioniconing	1 Togicos Fioritoring	1 Togicos Monitoring	1 rogicos monitoring	
Recognizing persuasive techniques (sources—advertisements, Internet,						
speeches, newspaper editorials)						
Alabama COS: English Language Arts (Bulletin 1999, No. 17)						
Addendum Reading						