



Sample Pacing Guide for Tier 1 Instruction

This resource provides a process for adjusting a curriculum's scope and sequence, as well as a sample adjusted pacing guide for Tier 1 instruction, based on unfinished learning due to COVID-19. It reflects a prioritization of current-year content as well as bridges to learning for grade-level content from the prior year in order to mitigate the disproportionate impact on priority groups of students and to accelerate learning for all. Leaders can use this guidance and sample when making adjustments to their curricular scope and sequence and academic schedule.



4th-Grade Math Sample Pacing Guide *Ready Math* Curriculum

Materials

- Ready Math Suggested Pacing Guide: 4th Grade
- Ready Math Suggested Pacing Guide: 3rd Grade
- **SAP Priority Instructional Content Guidance**
- **Achieve the Core Coherence Map**
- **Achieve the Core Focus Docs**

Process

1. **Inventory Instructional Days**
2. **Review 2019–20 Pacing Guide and Distance Learning Instruction**
3. **Utilize the Coherence Map**
4. **Identify Standards as Major Work, Supporting Work, or Additional Work**
5. **Prioritize Major Work from the Previous and Current Grade**
6. **Create the Pacing Guide**
7. **Consider Implications for Future Learning**

Additional Considerations



1. Inventory Instructional Days

Start with the days available for instruction in SY 2020–21. (Sample pacing guide based on the calendar for Shelby County Schools in Tennessee.)

- Teams should plan to use state testing days for instruction. After missing at least eight weeks of in-school instruction in school year 2019–20, there is an urgent need to minimize the loss of instructional days. Lessons on testing days can be shortened since schedules will need to be adjusted.
- Teachers and grade-level teams may send home additional learning for students in the form of work during school breaks. Work can cover previously taught standards and provide a way to maximize students' learning and avoid “review days” when returning from a break. Teachers may choose to tailor this work to meet the needs of priority groups of students and to support families over school breaks.

2. Review 2019–20 Pacing Guide and Distance Learning Instruction

Identify where in the 2019–20 pacing guide students left off before distance learning began. List the identified standards and lessons. Even if students had access to the identified content during distance learning, there may be gaps due to lack of access, trauma associated with the crisis, and other contributing factors that disproportionately impact priority groups of students.

In the example below (process step 4), the 3rd-grade missed standards were: 3.MD.B.4 (Lesson 26), 3.MD.C.7a (Lesson 27), 3.MD.C.7b (Lesson 28), 3.MD.C.7d (Lesson 29), 3.MD.D.8 (Lesson 30), 3.G.A.1 (Lesson 31 and Lesson 32), 3.G.A.2 (Lesson 33)

3. Utilize the Coherence Map

Use **Achieve the Core's Coherence Map** to identify the connection between missed standards and current grade-level standards.



4. Identify Standards as Major Work, Supporting Work, or Additional Work

Sample 3rd- and 4th-grade standards based on *Ready Math* curriculum

3 rd -Grade Missed Standard/ Lesson (2019–20 SY)	4 th -Grade Standard	4 th -Grade Lesson Aligned to Standard
3.MD.B.4, Lesson 26	4.MD.B.4	Lesson 27
3.MD.C.7a (Lesson 27), 3.MD.C.7b (Lesson 28), 3.MD.C.7d (Lesson 29)	4.MD.A.3	Lesson 26
3.MD.D.8 (Lesson 30)	4.MD.A.3	Lesson 26
3.G.A.1 (Lesson 31 and Lesson 32)	4.G.A.1	Lesson 31
3.G.A.2 (Lesson 33)	N/A, but could be useful to rely on in the equivalent fractions work	N/A, but could be useful to rely on in the equivalent fractions work

5. Prioritize Major Work from the Previous and Current Grade

Major work from the previous grade should be used for just-in-time instruction as needed, not as a blanket review. Consult Student Achievement Partner's [Priority Instructional Content Guidance](#) and follow recommendations around content.

- In the example from the table above, a major standard in 3rd grade, 3.MD.C.7, was missed. The standard is important in order for students' future learning, and so it will be a top priority in the pacing guide, requiring several days of instruction. In contrast, 3.MD.D.8 is additional work in 3rd grade, so the standard will fit within the coherent 4.MD.A.3 lesson and not use full instructional days.
- Student Achievement Partners recommends deleting 4.OA.C work (Lesson 8) and 4.MD.C work (Lesson 30), decreasing time spent on 4.G work (Lessons 31-33), combining 4.MD.A.2 and 4.MD.A.3 work (Lessons 25 and 26), and adding grade 3 content around the meaning of unit fractions (3.NF.A.1 and 3.NF.A.2).



6. Create the Pacing Guide

- Make strategic lesson adjustments, dependent on the curriculum. Potential adjustments include:
 - *Replacing or combining workshop lessons:* The *Ready Math* curriculum, includes “Math in Action” lessons at the end of each unit that connect the standards taught across the unit and support students in deepening their conceptual understanding. In the sample pacing guide, “Math in Action” was added to Units 1, 2, and 3 because the units focus on major work of the grade. “Math in Action” was not included in units that focus on supporting and additional work.
 - *Cutting or combining lessons based on the unit plan:* In the *Eureka Math* curriculum, the module overview includes considerations for pacing. In 4th grade, an example is: “Omit lesson 17 since multi-step problems are addressed in lesson 18.” Implement suggestions from the unit guide to provide time for just-in-time teaching.
- Notes on the first week of school:
 - The first week of school is held for culture building, implementing trauma-informed practices, and rolling out routines and systems for students. Depending on the scenario, the first week of school will be a critical time to inform students and families about contingency plans and to train them on distance learning technology and systems across content. Prioritize priority groups of students during this time. Use this time to inventory students’ access to devices and provide as needed. Dedicate time to establishing strong habits of discussion and mindsets around learning mathematics.
- Dates and lessons addressing below grade-level standards are highlighted purple.

Sample 4th-grade pacing guide for *Ready Math* curriculum

Note: *Ready Math* lessons are designed to span 3–5 instructional days.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
8/10–8/14	Culture week and school-based flex days				
8/17–8/21	Lesson 0	Lesson 0	Lesson 0	Lesson 0	Lesson 1
8/24–8/28	Lesson 1	Lesson 1	Lesson 2	Lesson 2	Lesson 2
8/31–9/4	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3



9/7–9/11	Labor Day: Students Out	Lesson 4	Lesson 4	Lesson 4	Math in Action
9/14–9/18	Math in Action	Unit 1 Interim	Lesson 5	Lesson 5	Lesson 5
9/21–9/25	Lesson 6	Lesson 6	Lesson 6	Lesson 6	Lesson 6
9/28–10/2	Lesson 7	Lesson 7	Lesson 7	Lesson 7	Lesson 7
10/5–10/9	Lesson 9	Lesson 9	Lesson 9	Lesson 10	Lesson 10
10/12–10/16	Fall Break: Packet should include review of unit 1 and practice problems from lessons 5–8				
10/19–10/23	Lesson 10	Math in Action	Math in Action	Unit 2 Interim	Lesson 11cammi
10/26–10/30	Lesson 11	Lesson 11	Lesson 11	Lesson 11	Lesson 12
11/2–11/6	Lesson 12	PD Day: Students Out	Lesson 12	Lesson 12	Lesson 12
11/9–11/13	Math in Action	Math in Action	Veteran's Day: Students Out	Unit 3 Interim	Lesson 14 (3rd)
11/16–11/20	Lesson 15 (3rd)	Lesson 15 (3rd)	Lesson 16 (3rd)	Lesson 16 (3rd)	Lesson 16 (3rd)
11/23–11/27	Thanksgiving Break: Packets should include review of 4 th -grade unit 3 and 3 rd -grade fractions				
11/30–12/4	Lesson 13	Lesson 13	Lesson 13	Lesson 14	Lesson 14
12/7–12/11	Lesson 14	Lesson 14	Lesson 14	Lesson 15	Lesson 15
12/14–12/18	Lesson 15	Lesson 16	Lesson 16	Lesson 16	Lesson 16
12/19–1/3	Winter Break: Packets should include review of unit 4 lessons 13-16 (can include units 1–3 as well)				



1/4–1/8	Last Day of Winter Break: Students Out	Lesson 16	Lesson 16	Lesson 17	Lesson 17
1/11–1/15	Lesson 17	Lesson 17	Lesson 17	Lesson 18	Lesson 18
1/18–1/22	Dr. MLK Day: Students Out	Lesson 18	Lesson 19	Lesson 19	Lesson 19
1/25–1/29	Lesson 19	Lesson 20	Lesson 20	Lesson 20	Lesson 20
2/1–2/5	Lesson 21	Lesson 21	Lesson 21	Lesson 21	Lesson 21
2/8–2/12	Lesson 22	Lesson 22	Lesson 22	Lesson 22	Lesson 22
2/15–2/19	Presidents Day: Students Out	Math in Action	Math in Action	Unit 4 Interim	Lesson 23
2/22–2/26	Lesson 23	Lesson 23	Lesson 23	Lesson 24	Lesson 24
3/1–3/5	Lesson 24	Lesson 25	Lesson 25	Lesson 25	Lesson 27 (3rd)
3/8–3/12	Lesson 27 (3rd)	Lesson 27 (3rd)	Lesson 28 (3rd)	Lesson 28 (3rd)	Lesson 28 (3rd)
3/15–3/19	Spring Break: Packets should include a review of 3 rd -grade lessons 27 and 28, 4 th -grade lessons 24 and 25, and unit 4 review				
3/22–3/26	Lesson 29 (3rd)	Lesson 29 (3rd)	Lesson 29 (3rd)	Lesson 29 (3rd)	Lesson 26
3/29–4/2	Lesson 26	Lesson 26	Lesson 26	Lesson 26	Good Friday: Students Out
4/5–4/9	PD Day: Students Out	Lesson 26 (3rd)	Lesson 26 (3rd)	Lesson 26 (3rd)	Lesson 27
4/12–4/16	Lesson 27	Lesson 27	Lesson 27	Lesson 27	Lesson 28
4/19–4/23	Lesson 28	Lesson 28	Lesson 29	Lesson 29	Lesson 29
4/26–4/30	Unit 5 interim	Lesson 31 (3rd)	Lesson 31 (3rd)	Lesson 32 (3rd)	Lesson 32 (3rd)



5/3–5/7	Lesson 31	Lesson 31	Lesson 31	Lesson 32	Lesson 32
5/10–5/14	Lesson 32	Lesson 33	Lesson 33	Lesson 33	Unit 6 Interim
5/17–5/21					
5/24–5/26				Summer Vacation: Students Out	

7. Consider Implications for Future Learning

After finishing the pacing guide, take note of adjustments that will impact learning in SY 2021–22. The COVID-19 crisis has created a learning gap, and experience tells us it will be very difficult to completely close that gap in a single school year. It is important to look ahead to ensure that the decisions made in SY 2020–21 do not create more gaps or harm students, with an emphasis on priority groups of students.

Implications for SY 2021–22 Pacing:

Major Work, Supporting Work, Additional Work

4 th -Grade Shortened Lesson and Standard	Future Standards Effected	Implications
4.MD.A.1 (Lesson 23)	5.MD.A.1, 6.RP.A.1	Dedicate time in 5th grade to decrease impact on 6.RP understanding.
4.MD.A.2 (Lesson 24 and 25)	5.MD.A.1, 5.NF.B.3, 5.NF.B.5, 5.NF.B.6	In lessons aligned to 5.NF standards, include connections between 4 th - and 5 th -grade content, and a detailed plan to provide students with opportunities to see those connections.
4.MD.C.6 (Lesson 29)	N/A	N/A
4.MD.C.7 (Lesson 30)	7.G.B.5	Given the distance from 4 th -grade learning, teachers will already have to consider the connections



		to prior learning deeply—no urgent implications here.
4.G.A.1 (Lesson 31)	N/A	N/A
4.G.A.2 (Lesson 32)	5.G.B.3	Embed 4.G.A.2 connections in 5.G.B.3 lessons.
4.G.A.3 (Lesson 33)	N/A	N/A

Additional Considerations

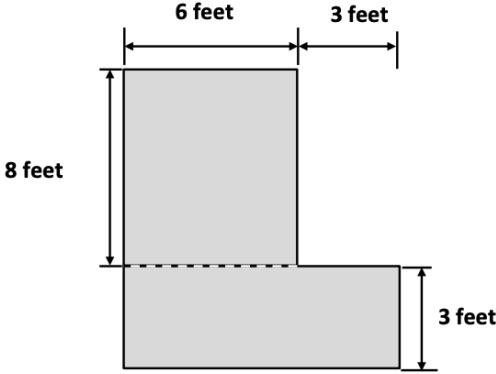
Professional Development

Support teachers in understanding coherence across grades and the previous grade-level content that they will be expected to teach.

- To help teachers address the challenge of understanding multiple grade-levels' standards, encourage collaboration across grades, specifically to understand the rigor and common misconceptions of each standard that will need to be addressed. Helpful resources include the **Louisiana Believes** Teacher Companion Documents or the **Tennessee Focus Documents**. Note that while both of these resources are aligned to state-specific standards, not Common Core State Standards, they include valuable information.
- Professional development should prioritize addressing the disproportionate impact on priority groups of students.

Below is an example of the standards internalization that teachers should do before teaching just-in-time lessons from previous grades.



3 rd -Grade Standard	Common Misconceptions
<p>3.MD.C.7a: (Lesson 27), 3.MD.C.7b (Lesson 29) Conceptual Understanding, Procedural Skill and Fluency, Application</p>	<p>a) The most common misconception is not understanding the connection between counting individual tiles and the multiplication of side lengths. It may be helpful to separate the tiles visually to let students see them as groups of a given number or rows of a given number. This will help them connect the tiling to previous learning about the meaning of multiplying: adding equal groups a given number of times.</p> <p>b) Context often confuses students in this standard, especially if students are given the total area and asked to find one of the side lengths. Encourage students to draw visual models and label the given information to solve the problem.</p> <p>d) A difficult part of this standard for students is identifying side lengths after decomposing the rectilinear figure into non-overlapping rectangles. For example, in the figure below, students may identify the side lengths of the non-overlapping rectangles as 8 ft by 6 ft and 3 ft by 8 ft because they see the opposite side of the 3 ft length is labeled 8 ft long. Encourage students to label known lengths and use their hands to cover parts of the figure to accurately see the side lengths.</p> 

About Instruction Partners

Instruction Partners works alongside educators to support great teaching, accelerate student learning, name and address unconscious bias, and ensure equitable access to great instruction—particularly for students in poverty, students of color, students learning English, and students with disabilities.