



Language Acquisition Branch

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## English Language Acquisition Program (ELAP)

# Implementation Guide

### 4th Grade *Expository Reading*

**Note:** For added flexibility, this implementation guide is divided into 30-minute instructional segments. Make sure you instruct a full hour of reading or writing before moving on to the next hour segment.

\*School will need to provide a reading and writing journal for each student in this intervention.

### 4<sup>th</sup> Grade Reading - Session 1 – One hour

Materials	Lesson	Objective	Activity	Notes
<p>CST Released Questions from <a href="http://www.cde.ca.gov">www.cde.ca.gov</a></p> <ul style="list-style-type: none"><li>• Photocopy <i>CST Released Questions</i> packet (pgs. 10-12, 16-18, 22-23, and 26-27) these pages correspond with questions 5-10, 15-18, 23-28, &amp; 33-36 and an answer sheet for each student.</li></ul>	<p>Pre-Assessment CST Format</p>	<p>Provide a baseline for measuring student progress from the beginning to the end of the expository reading unit</p>	<p>Take a pre-test for a baseline of reading comprehension skills</p>	
<ul style="list-style-type: none"><li>• Give students approximately 45 minutes to take the 20 item pre-test.</li><li>• Questions are based on the expository unit of study for this 15-hour reading session.</li></ul>				

## 4<sup>th</sup> Grade Reading Session 2A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Teacher’s Guide pgs. 22-23; 31-33  RH Student Book pgs. 22-25  RH Student Applications Book TE pgs. 6-7  Reading journals	What is Reading?	Learn what reading is, what happens when we read, and understand that reading is a process, like in writing	Thinking about reading, think- pair-share about what reading is, visualizing what happens when reading	
Instruction				Notes
<p><b><u>RH Teacher’s Guide pg. 22 - Reading Reaction</u></b></p> <ul style="list-style-type: none"> <li>• Write the two questions on this page on the board or a chart</li> <li>• Have students copy the questions in their reading journal and leave 3-4 line spaces between each question.</li> <li>• Have students think about the questions, pair with a partner and discuss the questions and then write their responses to the questions in their reading journal.</li> <li>• Next, copy the graphic organizer or draw a Circle Map onto the board or a chart.</li> <li>• Have students copy the graphic organizer or draw a Circle Map (with the question in the inner circle) into their reading journal and write responses to the question.</li> <li>• Discuss as a class.</li> </ul> <p><b><u>RH Teacher’s Guide pg. 23 - Think-Pair-Share</u></b></p> <ul style="list-style-type: none"> <li>• Chart the three sentence starters on this page.</li> <li>• Follow the directions on this page, but complete it orally</li> </ul> <p><b><u>RH Teacher’s Guide pg. 31/Reader’s Handbook pg. 22 - What is Reading?</u></b></p> <ul style="list-style-type: none"> <li>• Follow instructions in TG.</li> <li>• Model a list of some of the things you read yesterday.</li> <li>• Have students list in their reading journal everything they read yesterday.</li> </ul> <p><b><u>RH Teacher’s Guide pg. 32/Reader’s Handbook pg. 23 - Why You Read</u></b></p> <ul style="list-style-type: none"> <li>• Follow instructions in TG</li> <li>• Model making a list of the reasons why you read (for ideas see Student Applications Book Teacher’s Edition pg. 7) using the sentence starter “I read ... because...”</li> <li>• Have students use the same sentence starter to come up with 3-4 reasons why they read and write them in their reading journals.</li> <li>• Share as a class.</li> </ul> <p><b><u>RH Teacher’s Guide pg. 33/Reader’s Handbook pg. 24</u></b>  <b><i>What Happens When You Read</i></b></p> <ul style="list-style-type: none"> <li>• Read aloud the steps for <i>Visualizing Reading</i>.</li> <li>• Give the students 5 minutes to draw their picture/s in their reading journal. It may be helpful for students to go deeper into what they (not just books, but comic books, newspapers, directions, etc. Remind them of the list they made yesterday of what they read in a day.</li> </ul> <p><b><u>RH Teacher’s Guide pg. 33/Reader’s Handbook pg. 25</u></b>  <b><i>The Reading and Writing Process</i></b></p> <ul style="list-style-type: none"> <li>• Ask students how they think reading and writing are connected.</li> <li>• Read through pg 25 and explain to students that they will learn more about the writing process during their writing session of this class.</li> </ul>				

**4<sup>th</sup> Grade Reading Session 2B – 30 min.**

Materials	Lesson	Objective	Activity	Notes
RH Lesson Plan Book pg. 56  RH Student Book pgs. 28-33; 130  RH Student Application Book pg. 10  Reading Journals	What is the Reading Process?	Understand the steps in the reading process	Skim the pages in their handbook to get a feel for the steps in the reading process	
<b>Instruction</b>				<b>Notes</b>
<p><b><u>RH Lesson Plan Book pg. 56 - What is the Reading Process?</u></b> Follow the directions for this lesson.</p> <p><b><u>RH Student Bookpgs-28-33 - The Reading Process</u></b> Preview pgs. 28-33 as a class, looking at the headings and subheadings.</p> <p><b><u>RH Student Handbook pg. 130</u></b></p> <ul style="list-style-type: none"> <li>• Have students turn to pg. 130 in their Reader’s Handbook “Alaska: The Lost Frontier?”</li> <li>• Explain that they will read this page silently.</li> <li>• After reading, divide the class into small groups</li> <li>• Have them make a chart in their reading journals with three headings: Before Reading, During Reading, and After Reading (You can use Student Applications Book pg. 10 as an example.)</li> </ul> <p><b><u>Lesson Plan Book pg. 56 - Extend the Handbook</u></b></p> <ul style="list-style-type: none"> <li>• Write the questions under <i>Extend the Handbook</i> on a chart or board.</li> <li>• Have the students discuss in their groups what they did for each step while they were reading “Alaska: The Lost Frontier?” and write it in their chart. (Walk around the room and make suggestions when students need assistance. Steer them to the Reader’s Handbook Pgs. 28-33 for help with ideas for each heading.)</li> <li>• Before students share out as a class, ask the following questions:  <i>Did any students glance at the whole page before reading it?</i>  <i>How many asked questions in their heads during reading?</i>  <i>Did any students go back to reread a sentence after reading?</i></li> <li>• Point out that most students do <i>NOT</i> do these things when reading.</li> <li>• Emphasize that taking certain steps before, during, and after reading can improve their comprehension and recall.</li> <li>• Allow students three minutes to update their reading journals.</li> </ul> <p><b><u>Lesson Plan Book pg. 56 - Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Have students answer two questions in their reading journal or aloud</li> </ul>				

## 4<sup>th</sup> Grade Reading Session 3A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Teachers Guide pgs. 36-37  RH Student Book pgs. 28-29; 130  RH Transparency pg. 15  Poster or transparencies (save for Reading Session #4)	Before Reading	Understand 3-step process, compare to writing process	Make a list of questions for reading purpose, preview a magazine article, analyze a cartoon for meaning	
Instruction				Notes
<p><b><u>RH Teacher’s Guide pgs. 36-37 - Before Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read the first paragraph and the 3-step process under the <i>Before Reading</i> heading.</li> <li>• Explain to students that the Before Reading stage can be compared to the Prewriting stage in the writing process.</li> <li>• Ask students what they do before writing. (Remind students about Writing Session #2, leading them to see that brainstorming ideas or researching a topic using a graphic organizer can help them get ready to write.)</li> <li>• In the same way, Setting a Purpose, Previewing, and Planning can help readers prepare for reading.</li> </ul> <p><b><u>RH Teacher’s Guide pg. 36/RH Student Book pg. 28 - Set a Purpose</u></b></p> <ul style="list-style-type: none"> <li>• Have students read the <i>Set a Purpose</i> section in the RH Student Book pg. 28.</li> <li>• Follow directions in the RH Teacher’s Guide pg. 36 in the <i>Set a Purpose</i> section and then write the questions for this section on a poster or transparency (you will need to save this to reference during Reading Session #4).</li> <li>• Ask the students, “What other questions might you have about a novel you might read?”</li> <li>• Have the students discuss with a partner, then share as a class.</li> <li>• Add their questions to the list.</li> <li>• What might be a question if they were going to read a homework assignment?</li> <li>• Create a new list.</li> <li>• Encourage students to think about how their purposes change depending on the reading situation.</li> <li>• “Is the purpose for reading a funny novel the same as reading a math textbook? <i>“We have different purposes for reading, just like we do in writing. Remember yesterday during Writing Session #2 when we discussed the email to a friend or a business letter? The author has to think about the purpose for the writing—and the reader has to think about the author’s purpose for writing.”</i></li> </ul> <p><b><u>RH Teacher’s Guide pg. 36/RH Student Book pg. 29; 130 - Preview</u></b></p> <ul style="list-style-type: none"> <li>• Follow the directions in the RH Teacher’s Guide under the <i>Preview</i> heading.</li> <li>• Have students read the section under preview in RH Student Book pg. 29 and discuss.</li> <li>• Have student’s go to RH Student Book pg. 130 again and preview this page.</li> <li>• Ask students what do they notice?</li> <li>• Discuss as a class and make a class list.</li> </ul> <p><b><u>RH Teacher’s Guide pg. 37/RH Student Book pg. 29 - Plan</u></b></p> <p>Follow the directions in the RH Teacher’s Guide under the <i>Plan</i> heading.                      Have students read the section under preview in RH Student Book pg. 29 and discuss.</p>				

**4<sup>th</sup> Grade Reading Session 3B – 30 min.**

<b>Materials</b>	<b>Lesson Title</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
RH Teacher’s Guide pgs. 37-38  RH Student Book pgs. 30-31; 130  Transparency #15  Set a Purpose questions	During Reading	Learn the 2-step process for during reading.	Answer five questions regarding their connection to the reading	
<b>Instruction</b>				<b>Notes</b>
<p><b><u>RH Teacher’s Guide pg. 37/RH Student Book pg.30 - Read with a Purpose</u></b>                      Read section. Follow TG instructions, reminding students that they would keep their <i>Set a Purpose</i> questions in mind.</p> <p><b><u>RH Teacher’s Guide pg. 38/RH Student Book pg. 31; 130/ transparency #15</u></b>  <b><i>Connect</i></b></p> <ul style="list-style-type: none"> <li>• Read section. Follow Teacher’s Guide instructions.</li> <li>• Reflect upon RH Student Book pg. 130 again. Did students connect by relating what they read to their own knowledge or experience? Or thoughts or feelings?</li> <li>• As a class, share answers to the five questions on RH Student Book pg. 31 regarding RH Student Book pg. 130. (It may be helpful to read a little further into the selection onto page RH Student Book pg. 131 for some students to connect.)</li> </ul>				

**4<sup>th</sup> Grade Reading Session 4A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
RH Teacher’s Guide pgs. 38-39; 40  RH Student Book pgs. 32-33  Transparency #1  Test Book #11 (prepare 5 pieces of paper for each student)  Set a Purpose questions  Core Language Arts biography (your choice)	After Reading	Learn to reread to understand and remember information	Review activities from previous sessions and connect them to the After Reading step	
<b>Instruction</b>				<b>Notes</b>
<p>Quickly review the steps for Before and During Reading.</p> <p><b><u>RH Teacher’s Guide pg. 38/RH Student Book pg. 32</u></b>                      Follow directions in the TG. Have students refer to the “Set a Purpose” questions poster from Reading Session #3. Note to students that after reading, you should be able to answer these questions. If you can’t, you need to do the After Reading step <i>Reread</i>.</p> <p><b><u>RH Teacher’s Guide pg. 39/RH Student Book pg. 32</u></b>                      Follow TG directions. Emphasize that when we Reread, we do so with a purpose. In Writing Session #3 we reread Fumi’s essay with the purpose of seeing if she followed her graphic organizer when she wrote and to see if she met her writing goals.</p> <p><b><u>RH Teacher’s Guide pg. 39/RH Student Book pg. 33</u></b> - Follow the TG directions.</p> <p><b><u>Transparency #1</u></b> - Use as a class review.</p> <p><b><u>Test Book pg. 11 – Assessment</u></b>                      Distribute 5 small sheets of paper to each student. Write one question at a time (with the answer choices) on an overhead or the board and have the students write the letter of their answer on one of the sheets of paper and hold up the answer for you to see.</p> <p><b><u>RH Teacher’s Guide pg. 40</u></b>  <i>Independent Practice (optional/homework):</i> Use a biographical selection from the students’ core language arts reading material for independent practice. Have them use the reading process to better understand the text. Review any information that students may not have understood.</p>				

**4<sup>th</sup> Grade Reading Session 4B – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
RH Lesson Plan Book pg. 60 RH Student Book pg. 36-37 RH Student Application Book Teacher’s Edition pgs. 11-13 RH Student Application Book pgs.11-13 - one photocopy for each pair of students 2-Column Chart on board or transparency (or Tree Map)	Making Inferences & Drawing Conclusions	Learn about the Essential Reading Skills	Make two-column chart, retell details of the three-step reading process in their own words	
<b>Instruction</b>				<b>Notes</b>
Make a 2-column chart on the board that reads, “What Good Readers Do While Reading” on one side, and “What Not-So-Good Readers Do While Reading” on the other (a Tree Map can be used also). Brainstorm ideas as a class (example, “think about what they are reading” versus “daydream”). Have students think about the steps of reading while giving suggestions.  <u><b>RH Student Application Book pg. 11</b></u> - Work through this page as a class and recap the reading process. <u><b>RH Lesson Plan Book pg. 60/RH Student Book pgs. 36-37</b></u> - Follow instructions in the Lesson Plan Book pg. 60.  <u><b>RH Student Application Book pgs.12-13</b></u> - Complete these two thinking skills worksheets in pairs. Have pairs discuss their answers with the group.				

**4<sup>th</sup> Grade Reading Session 5A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
RH Lesson Plan Book pg. 61 RH Student Book pgs. 38; 199; 558 Poster paper (optional) Reading journals	Comparing & Contrasting	Learn the skill of comparing & contrasting information	Use charts, Venn Diagrams & Making Inferences to compare and contrast	

<b>Instruction</b>	<b>Notes</b>
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**RH Lesson Plan Book pg. 61**

- Follow directions in the RH Lesson Plan Book.
- Create a master list to post in the classroom (optional).

**RH Student Book pg. 38**

- Read through the first half of the page up to the part when Sara buys Pair 2.
- Then, have students suggest other things they compare in everyday life (sports teams, places to shop, CDs, etc.)
- Explain that when they read, they compare and contrast characters, settings, events, and points of view. They also compare one piece of writing to another.
- Continue to read RH Student Book pg. 38 as a class.

**RH Student Book pg. 199** - Read through the expository information on this page about the Civil War. Point out that this is an expository text because it is factual (true) and it is written to clearly explain something to the reader. Note that the chart is similar to the one on RH Student Book pg. 38 about Sara’s shoe shopping.

**RH Student Book pg. 558**

- Another way to show comparing and contrasting is by using a graphic organizer called a Venn diagram.
- On the board, draw a Venn Diagram (or a Double Bubble Map) with the same information about the North on the left and the South on the right that was found in the two-column chart on RH Student Book pg. 199.
- Have students copy the notes in their reading journals.
- Discuss what the North and South might have had in common by using the skills they learned in Reading Session #4 “Making Inferences and Drawing Conclusions”. “If ‘making an inference’ is something you figure out based on the evidence and your own knowledge, what might we infer that the North and South had in common?” (Example: They were both part of the United States of America.)

### 4<sup>th</sup> Grade Reading Session 5B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pg. 39; 199 RH Student Application Book Teacher’s Edition pg. 14-16 Photocopies for each student of RH Student Application Book pgs. 14-15 Reading journals Two Books for Display Poster paper	Evaluating / Predicting	Learn two more reading skills	Use facts to predict, compare /contrast books, list how they will become a better reader	
Instruction				Notes
These are the last two Essential Reading Skills students will learn, but they will return to all five each time they read. Build background about evaluating by pointing out that to evaluate means to give your opinion or rate something. (Example: Telling a friend about a new movie, don’t like what their mom made for dinner, etc.)				
<p><b><u>RH Student Book pg. 39</u></b></p> <ul style="list-style-type: none"> <li>• Read the information about <i><b>Evaluating</b></i> with the class. Look back to the notes they took in their reading journals about the North and South. If they used this information to evaluate the two sides, which side would they think was stronger overall?</li> <li>• Read the information about <i><b>Predicting</b></i>.</li> <li>• Go back to RH Student Book pg. 199 and have the students predict which side would win the Civil War if they didn’t know the outcome? Which facts led them to that prediction?</li> </ul> <p><b><u>RH Student Applications Book pgs. 14-16</u></b></p> <ul style="list-style-type: none"> <li>• Put two books on your desk, as the application page suggests.</li> <li>• Have students complete “Thinking Skill 3” on their own, then compare answers with a partner.</li> <li>• Share the book covers and titles with the entire group then have students answer Evaluating on their own.</li> <li>• “Thinking Skill 5” should be modeled, using the RH Student Book as the subject. The teacher should answer the question aloud about his or herself, let the students answer, and move on to the next question (repeat).</li> <li>• <b><u>RH Student Applications Book pg. 16</u></b> - Make a class list of the Five Thinking Skills to post in the class using RH Student Applications Book pg.16 as a guide.</li> </ul>				

**4<sup>th</sup> Grade Reading Session 6A – 30 min.**

Materials	Lesson	Objective	Activity	Notes
RH Teacher’s Guide pgs. 44-45 RH Student Book pgs. 40-42 Transparencies # 2-3 RH Student Applications Book Teacher’s Edition pgs. 17-18 RH Student Applications Book pgs. 17-18 (Photocopies for each student) Reading journals Highlighter/colored pen or pencil for each student	Becoming an Active Reader	Learn to read actively, stay focused on the text, and concentrate on what it says.	Highlight, ask questions, clarify, connect, make pictures, and predict using selected passages.	
<b>Instruction</b>				<b>Notes</b>
<p><b><u>RH Teacher’s Guide pg. 44/RH Student Books pg. 40/Transparencies #2-3</u></b> - Follow the directions in the TG. Read through the selection from <i>Julia of the Wolves</i>.</p> <p><b><u>RH Student Application Book pgs. 17-18</u></b></p> <ul style="list-style-type: none"> <li>• Provide students with a highlighter or colored pen or pencil to mark the text.</li> <li>• Read the entire passage once while the class just listens (both pages, straight through). Read through the first paragraph a second time while the class marks (underlines or highlights) the information about time and place.</li> <li>• Afterward, share with the class what you underlined and compare. For the next five steps, have students answer individually, then share out as a group, one step at a time.</li> </ul> <p><b><u>RH Teacher Guide pg. 45/RH Student Book pg. 42</u></b></p> <ul style="list-style-type: none"> <li>• Read through this information as a class.</li> <li>• Have students write in their reading journals a place where they can read, when they will read, and what they would enjoy reading during this time.</li> </ul>				

### 4<sup>th</sup> Grade Reading Session 6B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Teacher’s Guide pg. 46 RH Student Book pgs. 43-44 Transparency #4 RH Student Application Book Teacher’s Edition pgs. 19-20 RH Student Application Book pgs.19-20 - photocopies for each student (save for Reading Session #7) Reading journals	Reading Paragraphs & Finding the Subject	Learn to read actively and find the subject in a paragraph	Brainstorm about paragraphs, practice finding the subject of a paragraph and reading actively	
<b>Instruction</b>				<b>Notes</b>
<ul style="list-style-type: none"> <li>• Have a class brainstorming session to list what students know about paragraphs.</li> <li>• Have students do a quick write based on the prompt: <i>Paragraphs are _____.</i></li> <li>• Have some students share.</li> </ul> <p><b>Note:</b> Paragraphs should contain a subject and a main idea.</p> <p><b><u>RH Teacher’s Guide pg. 46/RH Student Book pg. 43</u></b> - Read through RH Student Book pg. 43 as a class.</p> <p><b><u>RH Student Application Book pg.19</u></b></p> <ul style="list-style-type: none"> <li>• Have students complete this page individually based on what they learned in the Reading Actively portion of today’s session.</li> <li>• Have them compare their completed papers with a partner (make sure students understand the passage)</li> </ul> <p><b><u>RH Student Book pg. 44/Transparency #4</u></b></p> <ul style="list-style-type: none"> <li>• Identifying the subject of a paragraph is the first step to understanding the main idea. Read aloud or have a student read the top of RH Student Book pg. 44.</li> <li>• Think aloud as you read the sample excerpt about cowboys. Focus your think aloud on how you can use the three steps to identify the subject of the paragraph—cowboys.</li> </ul> <p><b><u>RH Student Application Book pg. 20</u></b></p> <ul style="list-style-type: none"> <li>• Use the information they read in <i>Volcano</i> (RH Student Application Book pg. 19) to answer the questions.</li> </ul> <p><b>Note:</b> You will need to keep these RH Student Applications Book pages to complete RH Student Application Book pgs. 21-22 in Reading Session #7.</p>				

**4<sup>th</sup> Grade Reading Session 7A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
RH Teacher’s Guide pgs. 46-47  RH Student Book pg. 45-47  Transparencies #5-6	Finding the Stated Main Idea & Finding the Implied Main Idea	Understand that the main idea is what the writer says about the subject and learn steps to find the stated main idea of a paragraph.	Look for heading, first sentence, and repeated words, make inferences	
<b>Instruction</b>				<b>Notes</b>
<p>When finding the main idea of a paragraph, we need to answer the question, “What is the author saying about the subject?”</p> <p><b><u>RH Student Book pg. 45/Transparency #5</u></b></p> <ul style="list-style-type: none"> <li>• Read aloud the first part of the page.</li> <li>• Have students silently read the paragraph from “Split-Screen View” and use the heading, first sentence and repeated words to help students identify the subject (they learned this in Reading Session #6). By looking at the subject (highlighted in blue) and the details (in pink) can they see that the main idea is the first sentence?</li> </ul> <p><b><u>RH Student Book pg. 46</u></b></p> <p>Do the same exercise with the paragraph on RH Student Book pg. 46, pointing out that the last sentence is the main idea.</p> <p><b>Note:</b> Remind students about “Making Inferences” (one of the Essential Reading Skills they learned about in Reading Session #4). This is what we do when the main idea isn’t clearly stated.</p> <p><b><u>RH Teacher’s Guide pg. 47/RH Student Book pg. 47/Transparency #6</u></b></p> <ul style="list-style-type: none"> <li>• Remind students that our question is, “What is the author saying about this subject?”</li> <li>• Read aloud the information and do a think-aloud while you read the paragraph. (Example: After reading “off to war” you might mention, “I would be so sad if my father had to go to war.”)</li> </ul>				

### 4<sup>th</sup> Grade Reading Session 7B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pg. 48 RH Student Application Book Teacher’s Edition pgs. 21-22 RH Student Application Book pgs. 21-22 (photocopy for each student) Write Source Teacher’s Edition pg. 140 Transparency #7	Plan for Finding the Main Idea	Make a plan for finding the main idea	Practice finding the main idea, use a graphic organizer for assistance in finding the main idea	
Instruction				Notes
<p><b><u>RH Student Application Book pg. 21</u></b></p> <ul style="list-style-type: none"> <li>• Have students do the first paragraph about stated main ideas with a partner.</li> <li>• Have students do the second paragraph about implied main ideas on their own.</li> <li>• Come together as a group to be sure everyone understands the subject and the main idea of this paragraph.</li> </ul> <p><b><u>RH Student Book pg. 48/Transparency #7/ Write Source TE pg. 140</u></b></p> <ul style="list-style-type: none"> <li>• Follow along using the paragraph in the Write Source Teacher’s Edition from Writing Session #6 to go through the steps on RH Student Book pg. 48.</li> <li>• Complete the Main Idea Organizer Transparency #7. (Example: Subject=<i>Drawing</i>; Detail=<i>Draw things from dreams</i>; Detail=<i>Imagine grown-ups as kids</i>; Detail=<i>Draw places I’d like to go someday</i>; Main Idea=<i>Drawing is how she expresses her imagination</i>)</li> </ul> <p><b><u>RH Student Application Book pg. 22</u></b></p> Have students complete <i>Volcano</i> with a partner and <i>Sarah, Plain and Tall</i> independently.				

### 4<sup>th</sup> Grade Reading Session 8 – One Hour

Materials	Lesson	Objective	Activity	Notes
RH Teacher’s Guide pg. 47 RH Student Book pgs. 49-50; 44	Kinds of Paragraphs	Learn the types of paragraphs and why knowing how paragraphs are organized is important	Read and analyze paragraphs	
Instruction				Notes
<p><b><u>RH Teacher’s Guide pg. 47/RH Student Book pg. 49-50</u></b></p> <ul style="list-style-type: none"> <li>• Follow directions in RH Teacher’s Guide pg. 47.</li> <li>• Read the first half of RH Student Book pg. 49 as a class, noting that we are focusing on Expository writing in this class.</li> <li>• Read the second half of RH Student Book pg. 49 to the top of pg.50.</li> </ul> <p><b><u>RH Student’s Book pg. 50</u></b> - The point of understanding how paragraphs are organized is to help the reader know what is important. Read to the bottom of RH Student Book pg. 50.</p> <p><b><u>RH Student Book pg. 44</u></b> –</p> <ul style="list-style-type: none"> <li>• Turn to this page and read the paragraph from “The Cowboys Arrive.” aloud.</li> <li>• Have pairs decide if this is a Narrative, Persuasive, Descriptive, or Expository paragraph or a combination and discuss why. (<i>This is an expository piece about cowboys: it explains what the cowboys did. Many will say it is also descriptive because it is describing a cowboy’s life.</i>)</li> <li>• Have students share out as to the group.</li> </ul>				

**4<sup>th</sup> Grade Reading Session 9A – 30 min.**

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 51; 53-54; 44  Write Source Student Book & Write Source Teacher’s Edition pgs. 56-57	Ways of Organizing Paragraphs	Learn four ways to organize an expository paragraph	Analyze four types of organization styles	
<b>Instruction</b>				<b>Notes</b>
<p><b><u>RH Student Book pg. 51</u></b> - Read the first section in RH Student Book pg. 51 and say that there is another way to organize a paragraph called “logical order”. We will use this way to organize our paragraphs in the Writing Sessions.</p> <p><b><u>RH Student Book pg. 51/ Write Source Student Book &amp; Teacher’s Edition pg. 56</u></b>                      Read over the information in RH Student Book pg. 51 and note the timeline. This is an expository paragraph explaining the changing views regarding slavery. Now look at the “Time Order” section in the Write Source book. This is an expository example of a recipe (explaining how-to).</p> <p><b><u>Reader’s Handbook pg. 53 / Write Source TE &amp; Student Book pg. 57</u></b>                      Now read over the information about Order of Importance in the Write Source TE/Student Book. This is a persuasive paragraph. Order of importance can also be used for an expository paragraph. Read RH Student Book pg. 53 about slaves from Lincoln’s biography. A biography is an explanation about a person’s life.</p> <p><b><u>RH Student Book pg. 54</u></b> – Another way to organize a paragraph is using “Cause-Effect”. In expository essays, this is used in biographies (we will look more closely at this type of essay later) and textbooks.</p> <p><b><u>Write Source/TE pg. 57 /RH Student Book pg. 44</u></b></p> <ul style="list-style-type: none"> <li>• Read over the information in Write Source TE /Student Book pg. 57 about “Logical Order”. (Many times, logical order works best for expository paragraphs and aids in explaining a concept).</li> <li>• Go over with the group to the paragraph in RH Student Book pg. 44. Explain that this is an explanation about the life of cowboys. The details are all about equally important, and they aren’t organized by time, location, or importance.</li> </ul>				

## 4<sup>th</sup> Grade Reading Session 9B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 157-158  Write Source Student Book & Write Source Teacher’s Edition pg. 182  Reading journals  <b>NOTE:</b> For this section, we will use the descriptions of an expository essay and read selections from the Write Source Student Book /TE as examples. We will <i>only</i> focus on the expository essay.	Finding the Author’s Purpose	Understand that essays can be narrative or expository. Preview an expository essay	Use Before Reading strategies with an expository essay	
<b>Instruction</b>				<b>Notes</b>
<p><b><u>RH Student Book pg. 157</u></b> - Go over this page with students. “Do you read essays in magazines and newspapers? An <b>essay</b> is a short work of nonfiction that focuses on one subject.” Be sure the students understand that an essay contains multiple paragraphs. Note that nonfiction means “true” or “factual”. “Most essays are expository or narrative. In an <i>expository</i> essay, a writer explains a specific subject, giving a lot of information. In a <i>narrative essay</i>, a writer tells of a personal experience.” <i>We will focus on Expository essays.</i></p> <p><b><u>RH Student Book pg. 158 - Before Reading</u></b>                      Read through to the last green bullet point. Note that we are focusing on Expository essays, or those that inform. When we read the next selection, we want to discover the answers to the three green bullet points towards the bottom of RH Student Book pg. 158.</p> <p><b><u>Write Source Teacher’s Edition &amp; Student Book pg 182</u></b></p> <ul style="list-style-type: none"> <li>• Preview the science article by reading the title and the first and last paragraphs.</li> <li>• Have students skim the rest, looking for repeated names, words, or phrases.</li> <li>• When students are done, have them tell their partner what type of essay this is...narrative or expository? How do they know? How was the essay’s 2<sup>nd</sup> and 3<sup>rd</sup> paragraphs organized? (Time Order) What information did the students find that answered the 3 green bullet points? Subject? What the author says about the subject? How do they feel about the message? (Share with a partner, then the class.)</li> </ul>				

### 4<sup>th</sup> Grade Reading Session 10A– 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pg. 163 Transparency #7 Write Source Student Book & Teacher’s Edition pgs.182; 145-146 Reading journals Photocopy of Main Idea Organizer (or copy in their reading journals)	Main Idea Organizer	Find the main idea using details from an essay	Use an organizer to gather details and discover the main idea	
<b>Instruction</b>				<b>Notes</b>
<p><b><u>Write Source TE/ Student Book pg. 182</u></b></p> <ul style="list-style-type: none"> <li>Recall the science essay that was previewed yesterday.</li> <li>Have students read the essay silently to themselves (or you can read it aloud).</li> <li>Use transparency #7 to guide the students to find the subject, details, and main idea. The “focus statement”, or main idea, is already identified in Write Source Student Book / TE pg. 182, so students may be able to work backwards in this case to find the supporting details.</li> </ul> <p><b><u>Transparency #7/Write Souce TE/Student Book pg. 145-146</u></b> - Do the same exercise with the essay they read during Writing Session #9.</p>				

### 4<sup>th</sup> Grade Reading Session 10B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 164-166 Write Source Student Book & Teacher’s Edition pgs. 182; 145-146	How Essays are Organized After Reading a Personal Essay	Learn about the way essays are organize and practice their after reading skills	Analyze an essay the students have been using during the Writing Sessions	
<b>Instruction</b>				
<p><b><u>RH Student Book pg. 164</u></b></p> <ul style="list-style-type: none"> <li>Read through this page.</li> <li>When looking at how expository essays are organized, look back at the two essays to use as an example. (Both Write Source Student Book &amp; Write Source TE pgs. 182 and 145-146 were organized like the first graphic with the focus statement in the introduction paragraph.)</li> </ul> <p><b><u>Write Source Student Book &amp; Teacher’s Edition pgs. 182</u></b></p> <p>After reading, it is important to <i>Reread</i> and <i>Reflect</i>. Do you think you could make a pinhole camera based on the explanation in the essay? Could you tell your partner the steps to making a pinhole camera without looking at the essay? If you chose to make a pinhole camera, what might you do after reading the essay? (Ex: highlight supplies I would need, underline the steps, draw a picture of the steps, etc.)</p> <p><b><u>Write Source TE / Student Book pgs. 145-146</u></b></p> <p>Reflect on the expository essay about becoming a carpenter. Do the students have a clear picture of what a carpenter does? Do the students understand why this writer would be a good carpenter? Notice how the essay is organized (using the yellow highlighted boxes to the left of the paper). Note that the beginning contains the focus statement (or main idea). The first and middle paragraphs explain the job. The second middle paragraph explains why the writer would do the job well. The ending leaves a reader with a final thought that closes the essay and lets the reader know the essay is over. This is the type of expository essay they will be writing in the next several Writing Sessions.</p>				

### 4<sup>th</sup> Grade Reading Session 11A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 175-184, 51  RH Lesson Plan Book pg.106  Reading journals	Focus on Biography: An Overview Before Reading	Learn that biographies are one type of expository essay	Create a web, discover reasons to read a biography, look at the organization of a biography	
Instruction				Notes
<p><i>Biographies are expository essays explaining a person’s life. It may include their career and the events leading up to why they chose that career. In our Writing Sessions, we are writing an essay explaining our future career. In future Reading Sessions we will look at different people, their lives and the impact life had on them, including their career. Wouldn’t it be wonderful if a biography were written about a student in this class someday—and that was written because of the successful career he or she chose? Today we will look at Abraham Lincoln and Muhammad Ali. They are famous because of the success they had in their chosen careers.</i></p> <p><b><u>RH Lesson Plan Book pg. 106 - Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Create a Web (or Circle Map) on the board or on a transparency with the word <i>biography</i> in the center.</li> <li>• Have students make their own web in their reading journals.</li> <li>• Follow the RH Lesson Plan Book directions.</li> </ul> <p><b><u>RH Lesson Plan Book pg. 106/RH Student Book pgs. 175-184 - Teaching Approach</u></b></p> <ul style="list-style-type: none"> <li>• Follow directions in RH Lesson Plan Book pg. 106.</li> <li>• Read through RH Student Book pg. 175.</li> <li>• Prior to having students preview the biography of Abraham Lincoln (RH Student Book pg. 176-182), ask the class to name some purposes for reading a biography (for fun, interested in the person, to see why the person was important, etc.).</li> <li>• Make a class list of some people that students would be interested in reading about.</li> <li>• Have pairs of students preview the biography of Abraham Lincoln on RH Student Book pg. 176-182 by looking at the front cover, reading the table of contents, and skimming the highlighted sections of the biography.</li> <li>• When students are done, make a class list about the new information they learned about Lincoln. Did they notice how the essay was organized? If they aren’t sure, have them look at RH Student Book pg. 51 to recall. <i>Why is Time Order a useful guide for keeping track of events in a biography?</i></li> </ul>				

**4<sup>th</sup> Grade Reading Session 11B – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
RH Student Book pgs. 177-180 RH Lesson Plan Book pg. 108 RH Student Application Book TE pgs. 82-83 RH Student Application Book pgs. 82-83 (photocopy for each student)	Reading a Biography	Learn how time order is often used in biographical essays.	Analyze time order in a biography to create a Story String, create Thinking Trees about the subjects	
<b>Instruction</b>				<b>Notes</b>
<p><b><u>RH Lesson Plan Book pg. 108/ RH Student Book pgs. 177-180</u></b></p> <ul style="list-style-type: none"> <li>Follow the directions in the Lesson Plan Book. Note that the telling of a person’s life in chronological order (Time Order) helps the reader keep track and understand the individual better, just like we previewed in Lincoln’s biography.</li> <li>Follow RH Lesson Plan Book instructions through the top half of RH Student Book pg. 108.</li> </ul> <p><b><u>RH Student Applications Book pgs. 82-83</u></b></p> <ul style="list-style-type: none"> <li>Read passage aloud to class. Have students share what reading this story reminded them of personally. (Connect to personal experience or prior knowledge.) Individually, have students underline four key events in Ali’s life.</li> <li>When finished, compare what they have underlined with a partner and fill in the story string on RH Student Applications Book pg. 83, working in chronological order (Time Order).</li> </ul> <p><b><u>RH Student Applications Book pg. 83</u></b></p> <ul style="list-style-type: none"> <li>Have pairs of students come up with three words that describe Clay.</li> <li>Before they fill out their Thinking Tree organizer, make a class list of the descriptions, having students share out examples that they found in the story.</li> <li>Then let pairs of students choose which descriptions they will put on their worksheets.</li> </ul>				

### 4<sup>th</sup> Grade Reading Session 12A– 30 min.

Materials	Lesson	Objective	Activity	Notes
<p>Core Language Arts Program</p> <p>Biography from core language arts program (if they can bring in their books) or</p> <p>A biography <i>about</i> the person in the core language arts program</p>	<p>Reviewing (or Previewing) a Biography from the Core</p>	<p>Apply the skills learned to a biography from their core reading material</p>	<p>Preview or review a biography, create Story Strings/Thinking Trees for the information they read</p>	
Instruction				Notes
<p>From the students' core language arts program, choose a biography based on the last biography they read, the one they will read next, or one that sounds most interesting to the class (An Example from OCR Gr. 4 could be: <u>Mae Jemison, Space Scientist</u>, <u>Elias Sifuentes, Restaurateur</u>, <u>The Story of Susan LaFlechce Picotte</u>, <u>Arctic Explorer: The Story of Matthew Hensen</u>, <u>Louis Braille: The Boy Who Invented Books for the Blind</u>, or <u>Phillis Wheatley, Poet</u>).</p> <ul style="list-style-type: none"> <li>• When you have selected a biography, preview (or review) it with the students. <i>What do they think this story is about? What career did this person pursue? Where were they from? Did they live recently or long ago?</i> Look at any pictures. Discuss other interesting attributes about the biography.</li> <li>• Read the biography as a class or in partners. <i>Of what does the biography remind them, either in personal experience or prior knowledge (connect to the reading)?</i></li> <li>• Have pairs find the four main details about the biography and create a Story String in their reading journals.</li> <li>• Have pairs share with the group what they put on their organizer.</li> <li>• For the Thinking Tree, do the same exercise as with the Ali passage in Reading Session #11.</li> <li>• Have pairs come up with three descriptors of the person in the biography.</li> <li>• Share a list as a class, with students giving examples from the text.</li> <li>• Have pairs choose three to put in their reading journals.</li> </ul>				

**4<sup>th</sup> Grade Reading Session 12B – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
RH Lesson Plan Book pg. 109 RH Student Book pgs. 54; 197; 180-184 RH Student Application Book TE pg. 84 RH Student Application Book pg. 84 – photocopy a page for each student (save completed paper for Reading Session #13) Cause-Effect Organizer on the board or blank transparency Reading journals	Looking for Cause and Effect	Understand how cause-effect organization is helpful in reading a biography	Create Cause-Effect organizers	
<b>Instruction</b>				<b>Notes</b>
Recall with students that another effective way to organize a biography is by using Cause-Effect. We discussed this form in Reading Session #9. <u><b>RH Student Book pg. 197</b></u> Remind students that a <i>cause</i> is a reason why something happens and an <i>effect</i> is what happens or results from the cause. Read the page focusing on the description of cause/effect. <u><b>RH Student Book pg. 54</b></u> Look back at the cause and the six effects when a blood vessel in skin is cut. Have students work in small groups to create a Cause-Effect Organizer in their reading journals using a topic of their choice. Share their finished organizers with the class. <u><b>RH Lesson Plan Book pg. 109/Rh Student Book - Teaching Approach</b></u> Follow the directions in this section of the RH Lesson Plan Book <u><b>RH Student Applications Book pg. 84</b></u> Have students complete this page independently Check for understanding				

**4<sup>th</sup> Grade Reading Session 13A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
<p>Core Language Arts Program</p> <p>Biography from core language arts program (if they can bring in their books) or another biography <i>about</i> the person in the core language arts program biography</p> <p>Reading journal</p> <p>Completed Page in RH Student Application Book pg. 84</p>	<p>Using a Core Language Arts Biography for Cause-Effect</p>	<p>Apply the skills learned to a biography from their core reading material</p>	<p>Discover Cause and Effect within the core materials</p>	
<b>Instruction</b>				<b>Notes</b>
<ul style="list-style-type: none"> <li>• Remind students of the Cause-Effect Organizer they used in their reading journals and on the top half of RH Student Applications Book pg. 84 in Reading Session #12</li> <li>• Use the core biography from Reading Session #12 and look for Cause/Effect. Have students work in small groups to find cause/effect in the biography and create a Cause-Effect Organizer in their reading journals. Discuss the causes/effects that the different groups found and if any were similar.</li> <li>• Have students respond to the core biographical subject in their reading journals. They should use RH Student Applications Book pg. 84 as an example and write an opinion statement about the subject of the biography.</li> </ul>				

## 4<sup>th</sup> Grade Reading Session 13B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 144-148 RH Teacher’s Guide pgs. 110; 112-113 Transparency #16 RH Student Application Book pgs. 66-69 Newspaper articles (one to read aloud to the class, as well) Reading journal Photocopies of RH Student Applications Book pgs. 66-69 (save for Reading Session #14)	Reading a News Story & Before Reading	Learn that a news story as another expository essay, learn to summarizing a news story.	Preview a news story, use a 5 W’s and an H organizer to summarize	
Instruction				Notes
The last expository example we will look at is a news story. This is a real-world opportunity for students to interact with expository text on a daily basis. <b><u>RH Teacher’s Guide pg. 110 - Background</u></b> <ul style="list-style-type: none"> <li>• Help students connect by discussing this information.</li> <li>• Do <i>Opening Activity</i>.</li> </ul> <b><u>RH Student Book pg.144</u></b> Read through the introduction with students. Note the Goals for this lesson.				
<b><u>RH Teacher’s Guide pg. 112/RH Student Book pgs. 145-147/Transparency #16</u></b> <ul style="list-style-type: none"> <li>• As an opener, have a class discussion: <i>What do people read when they look at the newspaper, magazines, or the Internet? Do they read every article from first to last? How do they decide what articles to read?</i></li> <li>• Follow the notes in the Teacher’s Guide.</li> <li>• Read through RH Student Book pg. 145, especially noting the Preview Checklist.</li> <li>• Use Transparency #16 to guide students using the checklist.</li> </ul> <b><u>RH Student Applications Book pg. 66</u></b> Have students complete this page independently. (The article is in RH Student Applications Book pgs. 68-69)				
<b><u>RH Student Applications Book pg. 67</u></b> <ul style="list-style-type: none"> <li>• Have students work in pairs to complete the Preview</li> <li>• Chart using RH Student Applications Book pgs. 68-69.</li> </ul> <b><u>RH Teacher’s Guide pg. 113/RH Student Book pg.148</u></b> <ul style="list-style-type: none"> <li>• Follow the instructions in the Teacher’s Guide for the section titled <i>Plan</i>.</li> <li>• Have students redraw the <i>5 W’s and H Organizer</i> in their reading journals. Specifically note that this graphic organizer helps us to <i>summarize</i>—a very important reading strategy.</li> <li>• Have pairs of students fill in the organizer according to what they learned during the preview of the news story.</li> </ul>				

### 4<sup>th</sup> Grade Reading Session 14A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 149-153 RH Teacher’s Guide pgs. 113-115 RH Student Application Book pgs. 68-73 Transparency #7 Completed RH Student Application Book pgs. 66-69 Photocopies for each student of RH Student Application Book pgs. 70-73	During Reading a News Story	Learn to read a news story with a purpose and use the strategies they have learned to keep track of facts	Use a 5 W’s and H organizer, create a web, use a main idea organizer	
Instruction				Notes
<p><b><u>RH Student Book pg. 149/RH Teacher’s Guide pgs. 113-114</u></b> - Follow instructions in TG.</p> <p><b><u>RH Student Applications Book pg. 70</u></b> - Complete the graphic organizer in pairs.</p> <p><b><u>RH Student Book pg. 150/RH Teacher’s Guide pg. 114</u></b> - Follow instructions in TG.</p> <p><b><u>RH Student Applications Book pg. 71</u></b> - Complete the web in pairs.</p> <p><b><u>RH Student Book pg. 151/RH Teacher’s Guide pg.114</u></b> - Follow directions in TG.</p> <p><b><u>RH Student Applications Book pg. 72/Transparency #7</u></b></p> <ul style="list-style-type: none"> <li>• Use the transparency to create a class Main Idea Organizer.</li> <li>• Have students take notes on their papers.</li> </ul> <p><b><u>RH Student Book pgs. 151-152/RH Teacher’s Guide pg. 115</u></b></p> <p>Follow directions in TG. Note that this order of importance should remind them of Writing Session #11 when they developed the middle paragraphs of their essays. They decided to make the order most important to least important, or least to most.</p> <p><b><u>RH Student Book pg. 153/RH Teacher’s Guide pg. 115</u></b> - Follow instructions in Teacher’s Guide.</p> <p><b><u>RH Student Applications Book pg. 73</u></b> - Have students complete the <i>Connect</i> section of RH Student Applications Book pg. 73 on their own.</p>				

### 4<sup>th</sup> Grade Reading Session 14B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 154-156 RH Teacher’s Guide pgs. 116-117 RH Student Application Book pgs. 73-75 Completed RH Student Application Book pgs. 66-73 Photocopies of RH Student Application Book pgs. 74-75	After Reading a News Story	Evaluate a news story	Complete a checklist for reflection, use a critical reading chart, write an email	
Instruction				Notes
<p><b><u>RH Student Book pg.154/RH Teacher’s Guide pg. 116</u></b> - Follow directions in TG for the <i>Pause</i> and <i>Reflect</i> section.</p> <p><b><u>RH Student Applications Book pg. 73</u></b> - Complete the reading checklist as a class.</p> <p><b><u>RH Student Book pg. 155/RH Teacher’s Guide pg. 116</u></b> Follow directions in TG for <i>Reread</i> section.</p> <p><b><u>RH Student Applications Book pg. 74</u></b></p> <ul style="list-style-type: none"> <li>• Answer the first question as a class.</li> <li>• Have pairs work to complete the page.</li> </ul> <p><b><u>RH Student Book pg. 156/RH Teacher’s Guide pg. 117</u></b> Follow directions in TG.</p> <p><b><u>RH Student Applications Book pg. 75</u></b> Have students write an email to a friend or relative as an independent exercise.</p>				

### 4<sup>th</sup> Grade Reading Session 15 – One Hour

Materials	Lesson	Objective	Activity	Notes
CST Released Questions from <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> Photocopy <i>CST Released Questions</i> packet (pages 10-12, 16-18, 22-23, and 26-27 for students (questions 5-10, 15-18, 23-28, and 33-36 and an answer sheet for each student.	Post-Assessment (CST Format)	Provide a final assessment for measuring student progress from the beginning to the end of the expository reading unit	Take a post-test for a final assessment of reading comprehension skills	
<ul style="list-style-type: none"> <li>• Students will be given approximately 45 minutes to take a 20 question post-test.</li> <li>• Questions are based on the expository unit of study for this 15-hour reading session.</li> </ul>				