



Language Acquisition Branch



English Language Acquisition Program (ELAP)

Implementation Guide

5th 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.

5th Grade Reading Session 1 – One Hour

Materials	Lesson	Objective	Activity	Notes
CST Released Questions from www.cde.ca.gov Photocopy for each student: <ul style="list-style-type: none">• A <i>CST Released Questions</i> packet - pgs.15-18; 22-26. (Questions # 16-25 & 29-38)• An answer sheet	Pre-Assessment (CST Format)	Provide a baseline for measuring student progress from the beginning to the end of the expository reading unit	Take a pre-test for a baseline of reading comprehension skills	
<ul style="list-style-type: none">• Students will be given approximately 45 minutes to take a 20 question pre-test.• Questions are based on the expository unit of study for this 15-hour reading session.				

5th Grade Reading Session 2A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Teachers Guide pgs. 22-23; 31-33 RH Student Book pgs. 22-25 RH Student Applications Book pgs. 6-7 Reading journals Transparency of Student Applications Book pg. 7	What is Reading?	Learn what reading is, what happens when they read, and understand that reading is a process, just like in writing	Thinking about reading, think-pair-share about what reading is, visualizing what happens when reading	
Instruction				Notes
<p><u>RH Teacher’s Guide pg. 22 - Reading Reaction</u></p> <ul style="list-style-type: none"> • Write the two questions on this page on the board or a chart • Have students copy the questions in their reading journal and leave 3-4 line spaces between each question. • 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. • Next, copy the graphic organizer or draw a Circle Map onto the board or a chart. • 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. • Discuss as a class. <p><u>RH Teacher’s Guide pg. 23 - Think-Pair-Share</u></p> <ul style="list-style-type: none"> • Chart the three sentence starters on this page. • Follow the directions on this page, but complete it orally <p><u>RH Teacher’s Guide pg. 31/RH Student Book pg. 22 - What is Reading?</u></p> <ul style="list-style-type: none"> • Follow instructions in TG. • Model a list of some of the things you read yesterday. • Have students list in their reading journal everything they read yesterday. <p><u>RH Teacher’s Guide pg. 32/RH Student Book pg. 23 - Why You Read:</u></p> <ul style="list-style-type: none"> • Follow instructions in TG • 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...” • Have students use the same sentence starter to come up with 3-4 reasons why they read and write them in their reading journals. • Share as a class. <p><u>RH Teacher’s Guide pg. 33/RH Student Book pg. 24 – What Happens When You Read:</u></p> <ul style="list-style-type: none"> • Read aloud the steps for <i>Visualizing Reading</i>. • 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 read (not just books, but comic books, newspapers, directions, etc. Remind them of the list they made yesterday as an example). 				

5th 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 handbook to get a feel for the steps in the reading process	
Instruction				Notes
<p><u>RH Lesson Plan Book pg. 56 – What is the Reading Process?</u></p> <ul style="list-style-type: none"> Follow the directions for this lesson. Preview the lesson Pgs. 28-33 as a class, looking at the headings and subheadings. <p><u>RH Student Book pgs. 28-33 - The Reading Process</u></p> <ul style="list-style-type: none"> Preview pgs. 28-33 as a class, looking at the headings and subheadings. <p><u>RH Student Handbook pg. 130</u></p> <ul style="list-style-type: none"> Have students turn to pg. 130 in their Reader’s Handbook “Alaska: The Lost Frontier?” Explain that they will read this page silently. After reading, divide the class into small groups 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.) <p><u>RH Lesson Plan Book pg. 56/RH Student Book pg. 130 - Extend the Handbook:</u></p> <ul style="list-style-type: none"> Write the questions under <i>Extend the Handbook</i> on a chart or board. Have the students discuss in their groups what they did for each step while they were reading “Alaska: The Lost Frontier?” & 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.) Before students share out as a class, ask the following questions: <ul style="list-style-type: none"> <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> Point out that most students do <i>NOT</i> do these things when reading. Emphasize that taking certain steps before, during, and after reading can improve their comprehension and recall. Allow students three minutes to update their reading journals. <p><u>RH Lesson Plan Book pg. 56 - Assessment</u></p> <p>Have students answer the questions in their reading journal or aloud: “What are the three stages of the reading process?” “What do you hope to learn about the reading process from this section?”</p>				

5th 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
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RH Teacher’s Guide pgs. 36-37 - Before Reading

- Read the first paragraph and the 3-step process under the *Before Reading* heading.
- Explain to students that the Before Reading stage can be compared to the Prewriting stage in the writing process.
- 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.)
- In the same way, Setting a Purpose, Previewing, and Planning can help readers prepare for reading.

RH Teacher’s Guide pg. 36/RH Student Book pg. 28 - Set a Purpose

- Have students read the *Set a Purpose* section in the RH Student Book pg. 28.
- Follow directions in the RH Teacher’s Guide pg. 36 in the *Set a Purpose* 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).
- Ask the students, “*What other questions might you have about a novel you might read?*”
- Have the students discuss with a partner, then share as a class.
- Add their questions to the list.
- What might be a question if they were going to read instructions for a board game?
- Create a new list.
- Encourage students to think about how their purposes change depending on the reading situation.
- “Is the purpose for reading a funny novel the same as reading a math textbook? “*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.*”

RH Teacher’s Guide pg. 36/RH Student Book pg. 29; 130 - Preview

- Follow the directions in the RH Teacher’s Guide under the *Preview* heading.
- Have students read the section under preview in RH Student Book pg. 29 and discuss.
- Have student’s go to RH Student Book pg. 130 again and preview this page.
- Ask students what do they notice?
- Discuss as a class and make a class list.

RH Teacher’s Guide pg. 37/RH Student Book pg. 29 - Plan

- Follow the directions in the RH Teacher’s Guide under the *Plan* heading.
- Have students read the section under preview in RH Student Book pg. 29 and discuss.

5th Grade Reading Session 3B – 30 min.

Materials	Lesson	Objective	Activity	Notes
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	
Instruction				Notes
<p><u>RH Teacher’s Guide pg. 37/RH Student Book pg.30 - Read with a Purpose</u></p> <ul style="list-style-type: none"> • Read section. Follow TG instructions, reminding students that they should keep their <i>Set a Purpose</i> questions in mind. <p><u>RH Teacher’s Guide pg. 38/RH Student Book pg. 31; 130/ transparency #15</u></p> <p><u>Connect</u></p> <ul style="list-style-type: none"> • Read section. Follow Teacher’s Guide instructions. • 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? • 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.) 				

5th Grade Reading Session 4A – 30 min.

Materials	Lesson	Objective	Activity	Notes
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	
Instruction				Notes
<p>Quickly review the steps for Before and During Reading.</p> <p><u>RH Teacher’s Guide pg. 38/RH Student Book pg. 32</u></p> <ul style="list-style-type: none"> • Follow directions in the TG. • Have students refer to the “Set a Purpose” questions poster from Reading Session #3. <p>Note: After reading, students should be able to answer these questions. If they can’t, they need to do the After Reading step <i>Reread</i>.</p> <p><u>RH Teacher’s Guide pg. 39/RH Student Book pg. 32</u></p> <ul style="list-style-type: none"> • Follow TG directions. Emphasize that when we <i>Reread</i>, we do so with a purpose. In Writing Session #3 we reread Max’s essay with the purpose of seeing if he followed the goals he set in prewriting. <p><u>RH Teacher’s Guide pg. 39/RH Student Book pg. 33</u></p> <p>Follow the TG directions.</p> <p><u>Transparency #1</u></p> <ul style="list-style-type: none"> • Use as a class review. <p><u>Test Book pg. 11 – Assessment</u></p> <p>Distribute 5 small sheets of paper to each student. Write one question at a time (with the answer</p>				

<p>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><u>RH Teacher’s Guide pg. 40</u> <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>	
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5th Grade Reading Session 4B – 30 min.

Materials	Lesson	Objective	Activity	Notes
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	

Instruction				Notes
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<p>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.</p> <p><u>RH Student Application Book pg. 11</u> - Work through this page as a class and recap the reading process.</p> <p><u>RH Lesson Plan Book pg. 60/RH Student Book pgs. 36-37</u> - Follow instructions in the Lesson Plan Book pg. 60.</p> <p><u>RH Student Application Book pgs.12-13</u></p> <ul style="list-style-type: none"> • Complete these two thinking skills worksheets in pairs. • Have pairs discuss their answers with the group. 	
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5th Grade Reading Session 5A – 30 min.

Materials	Lesson	Objective	Activity	Notes
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 and contrasting information	Use charts, Venn Diagrams, and Making Inferences to compare and contrast	

Instruction				
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<p><u>RH Lesson Plan Book pg. 61</u></p> <ul style="list-style-type: none"> • Follow directions in the RH Lesson Plan Book. • Create a master list to post in the classroom (optional). <p><u>RH Student Book pg. 38</u></p> <ul style="list-style-type: none"> • 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. 	
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<ul style="list-style-type: none"> • Continue to read RH Student Book pg. 38 as a class. <p><u>RH Student Book pg. 199</u> - 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.</p> <p><u>RH Student Book pg. 558</u></p> <ul style="list-style-type: none"> • 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. <p>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.)</p>	
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5th 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	Evaluating & Predicting	Learn two more reading skills	Use facts to predict, compare /contrast books, list how they will become a better reader	

Instruction	Notes
<p>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> <p><u>RH Student Book pg. 39</u></p> <ul style="list-style-type: none"> • Read the information about <i>Evaluating</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? • Read the information about <i>Predicting</i>. • 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? <p><u>RH Student Applications Book pgs. 14-16</u></p> <ul style="list-style-type: none"> • Put two books on your desk, as the application page suggests. • Have students complete “Thinking Skill 3” on their own, and then compare answers with a partner. • Share the book covers and titles with the entire group then have students answer Evaluating on their own. • “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). <p><u>RH Student Applications Book pg. 16</u> - Make a class list of the Five Thinking Skills to post in the class using RH Student Applications Book pg.16 as a guide.</p>	

5th 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.	

Instruction

Notes

RH Teacher’s Guide pg. 44/RH Student Books pg. 40/Transparencies #2-3 - Follow the directions in the TG. Read through the selection from *Julia of the Wolves*.

RH Student Application Book pgs. 17-18

- Provide students with a highlighter, colored pen or pencil to mark the text.
- 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.
- 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.

RH Teacher Guide pg. 45/RH Student Book pg. 42

- Read through this information as a class.
- 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.

5th 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. 18-19 RH Student Application Book pgs.18-19; 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	

Instruction

Notes

- Have a class brainstorming session to list what students know about paragraphs.
- Have students do a quick write based on the prompt: *Paragraphs are _____.*
- Have some students share.

Note: Paragraphs should contain a subject and a main idea.

RH Teacher’s Guide pg. 46/RH Student Book pg. 43 - Read through RH Student Book pg. 43 as

a class.

RH Student Application Book pg.18

- Have students complete this page individually based on what they learned in the Reading Actively portion of today’s session.
- Have them compare their completed papers with a partner (make sure students understand the passage)

RH Student Book pg. 44/Transparency #4

- 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.
- 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.

RH Student Application Book pg. 19

- Use the information they read in *But We Shall Sell No More* (RH Student Application Book pg. 18) to answer the questions.

Note: You will need to keep these RH Student Applications Book pages to complete RH Student Application Book pgs. 20 in Reading Session #7.

5th Grade Reading Session 7A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Teacher’s Guide pgs. 46-47 RH Student Book pgs. 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	
Instruction				Notes
<p><i>When finding the main idea of a paragraph, we need to answer the question, “What is the author saying about the subject?”</i></p> <p><u>RH Student Book pg. 45/Transparency #5</u></p> <ul style="list-style-type: none"> • Read aloud the first part of the page. • 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? <p><u>RH Student Book pg. 46</u></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>Note: 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><u>RH Teacher’s Guide pg. 47/RH Student Book pg. 47/Transparency #6</u></p> <ul style="list-style-type: none"> • Remind students that our question is, “What is the author saying about this subject?” <p>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.”)</p>				

5th Grade Reading Session 7B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pg. 48 RH Student Application Book Teacher’s Edition pgs. 19-20 RH Student Application Book pgs. 19-20 (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><u>RH Student Application Book pg. 19-20</u></p> <ul style="list-style-type: none"> • Have students write the stated main idea with a partner. • Have students write the implied main idea on their own. • Come together as a group to be sure everyone understands the subject and the main idea of these selections <p><u>RH Student Book pg. 48/Transparency #7/ Write Source TE pg. 140</u></p> <ul style="list-style-type: none"> • 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. • Complete the Main Idea Organizer Transparency #7. (Example: Subject=<i>Hit the Penny</i>; Detail=<i>Get a broom and pennies</i>; Detail=<i>Set the Stick</i>; Detail=<i>throw the penny to hit the penny on the stick</i>; Main Idea=<i>An easy game to learn, but hard to master</i>). <p><u>RH Student Application Book pg. 20</u></p> <ul style="list-style-type: none"> • Have students complete <i>Step 4</i> independently. 				

5th 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><u>RH Teacher’s Guide pg. 47/RH Student Book pg. 49-50</u></p> <ul style="list-style-type: none"> • Follow directions in RH Teacher’s Guide pg. 47. • Read the first half of RH Student Book pg. 49 as a class, noting that we are focusing on Expository writing in this class. • Read the second half of RH Student Book pg. 49 to the top of pg.50. <p><u>RH Student’s Book pg. 50</u> - 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><u>RH Student Book pg. 44</u> –</p> <ul style="list-style-type: none"> • Turn to this page and read the paragraph from “The Cowboys Arrive.” aloud. • 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>) • Have students share out as to the group. 				

5th 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	
Instruction				Notes
<p><u>RH Student Book pg. 51</u> –</p> <ul style="list-style-type: none"> • Read the first section in RH Student Book pg. 51 and tell students 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><u>RH Student Book pg. 51/ Write Source Student Book & Teacher’s Edition pg. 56</u></p> <ul style="list-style-type: none"> • 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. • Look at the “Time Order” section in the Write Source book. This is an expository example of a recipe (explaining how-to). <p><u>Reader’s Handbook pg. 53 / Write Source TE & Student Book pg. 57</u></p> <p>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><u>RH Student Book pg. 54</u> – 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><u>Write Source/TE pg. 56 /RH Student Book pg. 44</u></p> <ul style="list-style-type: none"> • 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). • Go over the paragraph in RH Student Book pg. 44. <i>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.</i> 				

5th 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. 178 Reading journals NOTE: 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	
Instruction				Notes
<p><u>RH Student Book pg. 157</u> - Go over this page with students. <i>“Do you read essays in magazines and newspapers? An essay is a short work of nonfiction that focuses on one subject.”</i> Be sure the students understand that an essay contains multiple paragraphs. Note that nonfiction means “true” or “factual”. <i>“Most essays are expository or narrative. In an expository essay, a writer explains a specific subject, giving a lot of information. In a narrative essay, a writer tells of a personal experience. We will focus on Expository essays.”</i></p> <p><u>RH Student Book pg. 158 - Before Reading</u></p> <ul style="list-style-type: none"> • Read through to the last green bullet point. <p>Note: We are focusing on Expository essays, or those that inform.</p> <ul style="list-style-type: none"> • 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><u>Write Source Teacher’s Edition & Student Book pg 178</u></p> <ul style="list-style-type: none"> • Preview <i>Blowing Its Top!</i> by reading the title and the first and last paragraphs. • Have students skim the rest, looking for repeated names, words, or phrases. • 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 2nd and 3rd paragraphs organized? (Order of Importance) What information did the students find that answered the 3 green bullet points? • Share with a partner, then with the group. 				

5th 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	
Instruction				Notes
<p><u>Write Source TE/ Student Book pg. 182</u></p> <ul style="list-style-type: none"> Recall the essay that was previewed yesterday. Have students read the essay silently to themselves (or you can read it aloud). 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. <p><u>Transparency #7/Write Source TE/Student Book pg. 145-146</u></p> <ul style="list-style-type: none"> Do the same exercise with the essay they read during Writing Session #9. 				

5th 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. 178; 145-146	How Essays are Organized & After Reading a Personal Essay	Learn about the way essays are organized and practice their After Reading skills	Analyze an essay the students have been using during the Writing Sessions	
Instruction				Notes
<p><u>RH Student Book pg. 164</u></p> <ul style="list-style-type: none"> Read through this page. When looking at how expository essays are organized, look back at the two essays to use as an example. (Both Write Source Student Book & Write Source TE pgs. 178 & 145-146 were organized like the first graphic with the focus statement in the introduction paragraph.) <p><u>Write Source Student Book & Teacher’s Edition pgs. 178</u></p> <p>After reading, it is important to <i>Reread</i> and <i>Reflect</i>. <i>Do you think you could describe the process of an eruption based on the explanation in the essay? Could you tell your partner the process of an eruption without looking at the essay?</i></p> <p><u>Write Source TE / Student Book pgs. 145-146</u></p> <p>Reflect on the expository essay “Food for Everybody” about photosynthesis. Do the students have a clear picture of what photosynthesis is? Notice how the essay is organized (using the yellow highlighted boxes to the left of the paper). Note that the beginning contains the focus. 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>				

5th Grade Reading Session 11A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Bk. pgs. 175-184, 51 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. In the Reading Sessions to come 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 it was written because of the successful career he or she chose? Today we will look at Abraham Lincoln and Molly Pitcher.</i></p> <ul style="list-style-type: none"> • Create a Web or Circle Map on the board or on a transparency with the word <i>biography</i> in the center. Brainstorm words/phrases that are associated with biographies (Ex: nonfiction, tells about a person's life). • Have students copy the web or Circle Map in their reading journals. • Connect with students' prior knowledge about biographies by mentioning a recent biography from their core language arts program. <p><u>RH Student Book pgs. 175-184</u></p> <ul style="list-style-type: none"> • Read through pg. 175. • Prior to having students preview, ask the class to name some purposes for reading a biography (e.g., for fun, interested in the person, to see why the person was important, etc.). • Make a class list of people that students would be interested in reading about. • Have pairs of students preview the biography of Abraham Lincoln on pgs. 176-182 by looking at the front cover, reading the table of contents, and skimming the highlighted sections of the biography. • When students are finished, make a class list about the new information they learned about Abraham Lincoln. • Did students 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> 				

5th Grade Reading Session 11B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 177-180 RH Teacher's Guide pgs. 130-131 Student Applications Book pgs. 82-83 Photocopies of Student Applications Book pgs. 82-83	Reading a Biography	Learn how time order is often used in biographical essays.	Analyze time order in a biography, create Story String/Thinking Trees	
Instruction				Notes
<p><u>RH Student Book pgs. 177-180/RH Teacher's Guide pgs.130-131</u></p> <ul style="list-style-type: none"> • Follow instructions in the TG. <p><i>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 Abraham Lincoln's biography.</i></p> <p><u>Student Applications Book pgs. 82-83</u></p> <ul style="list-style-type: none"> • Read passage aloud to class. • Have students share what reading this story reminded them of personally. (We want students to connect to personal experience or prior knowledge.) • Individually, have students underline five key events in Pitcher's life. • When finished, compare what they have underlined with a partner and fill in the story string on Student Applications Book pg. 83, working in chronological order (Time Order). 				

<ul style="list-style-type: none"> • Have pairs of students come up with four words to describe Pitcher. • Before students fill out their Thinking Tree organizer, make a class list of the descriptions, having students share out examples that they found in the story. • Then let pairs of students choose which descriptions they will put on their worksheets. 	
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5th Grade Reading Session 12A– 30 min.

Materials	Lesson	Objective	Activity	Notes
Biography from core language arts program	Reviewing (or Previewing) a biography from the Core language arts program	Apply the skills learned to a biography from their core reading material	Preview or review a biography. Create Story Strings/Thinking Trees graphic organizers	
Instruction				Notes
<ul style="list-style-type: none"> • Choose a biography from the students’ core language arts program. (Examples from Gr. 5: <u>Half Slave and Half Free</u>, <u>Sacagawea’s Journey</u>, <u>Bill Pickett: Rodeo-Ridin’ Cowboy</u>, <u>Galileo</u>). Choose based on the last biography they read, the one they will read next, or one that sounds most interesting to the class. • 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 the pictures and discuss other interesting attributes about the biography. • 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> • Have pairs find the five main details about the biography and create a Story String in their reading journals. • Have pairs share with the class what they put on their organizer. • For the Thinking Tree, do the same exercise as with the Pitcher passage in Reading Session #11. • Have pairs come up with four descriptors of the person in the biography. • Share a list as a class, with students giving examples from the text. • Have pairs choose three to put in their reading journals. 				

5th Grade Reading Session 12B – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Teacher’s Guide pgs. 131-132 RH Student Book pgs. 54, 181-184, 197 Student Applications Book pg. 84 Cause-Effect Organizer on the board or blank transparency Reading journals Photocopies of Student Applications Book pg.84 (save completed paper for Reading Session #13)	Looking for Cause and Effect	Understand how cause-effect organization is helpful in reading a biography	Create Cause-Effect organizers	
Instruction				Notes
<ul style="list-style-type: none"> • Recall with students that another effective way to organize a biography is by using Cause-Effect. (We discussed this form in Reading Session #9). <p><u>RH Student Book pg. 197</u></p> <ul style="list-style-type: none"> • 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 through the page. • Focus on the description of cause/effect. 				

<p><u>RH Student Book pg. 54</u></p> <ul style="list-style-type: none"> • 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. <p><u>RH Teacher’s Guide pgs. 131-132/RH Student Book pgs. 180-184</u></p> <ul style="list-style-type: none"> • Follow the directions in the TG. <p><u>Student Applications Book pg. 84</u></p> <ul style="list-style-type: none"> • Have Students complete this page independently. • Walk around to “desk-check” student understanding. 	
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5th Grade Reading Session 13A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Biography from Core Language Arts Program Reading journal Completed Student Applications Book pg. 84	Using a Core Language Arts Biography for Cause-Effect	Apply the skills learned to a biography from their core reading material	Discover Cause and Effect within the core materials.	

Instruction

Instruction	Notes
<ul style="list-style-type: none"> • Remind students of the Cause-Effect Organizer they used in their reading journals and on the top half of Student Applications Book pg. 84 in Reading Session #12 • Use the core biography from Reading Session #12 to look for Cause and Effect. • Have students work in small groups to find cause/effect in the biography and create a Cause-Effect Organizer in their reading journals. • As a class, discuss the causes/effects that they found to see if any were similar. • Have students respond to the core biographical subject in their reading journals. • Have them use Student Applications Book pg. 84 as an example and write an opinion statement about the subject of the biography. 	

5th 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 Transparencies #16 Student Applications Book pgs. 66-69 Newspaper articles (one to read aloud to the class, as well) Reading journals Photocopies of 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 summarize a news story.	Preview a news story, use a 5 W’s and an H organizer to summarize	

Instruction

Instruction	Notes
<p><i>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.</i></p> <p><u>RH Teacher’s Guide pg. 110</u></p> <p><u>Background:</u> Help students connect by discussing this information.</p> <ul style="list-style-type: none"> • Do <i>Opening Activity</i>. 	

<p><u>RH Student Book pg. 144</u></p> <ul style="list-style-type: none"> • Read through the introduction with students. • Note the Goals for this lesson. <p><u>RH Teacher’s Guide pg. 112/RH Student Book pgs. 145-147/Transparency #16</u></p> <p>As an opening activity, 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></p> <ul style="list-style-type: none"> • Follow the notes in the Teacher’s Guide. <p>Read through <u>RH Student Book pg. 145</u>, noting the Preview Checklist.</p> <ul style="list-style-type: none"> • Use Transparency #16 to guide students using the checklist. <p><u>Student Applications Book pg. 66</u></p> <ul style="list-style-type: none"> • Have students complete this page independently. (The article is on Student Applications Book pgs. 68-69) <p><u>Student Applications Book pg. 67</u></p> <ul style="list-style-type: none"> • Have students work in pairs to complete the Preview Chart using Student Applications Book pgs. 68-69. <p><u>RH Teacher’s Guide pg. 113/RH Student Book pg. 148</u></p> <ul style="list-style-type: none"> • Follow the instructions in the TG for the section titled <i>Plan</i>. • 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. • Have pairs of students fill in the organizer according to what they learned during the preview of the news story. 	
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5th Grade Reading Session 14A – 30 min.

Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 149-153 RH Teacher’s Guide pgs. 113-115 Student Applications Book pgs. 68-73 Transparency # 7 Completed Student Applications Book pgs. 66-69 Photocopies of Student Applications 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
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<p><u>RH Student Book pg. 149/RH Teacher’s Guide pgs. 113-114</u></p> <ul style="list-style-type: none"> • Follow instructions in TG. <p><u>Student Applications Book pg. 70</u></p> <ul style="list-style-type: none"> • Have students complete the graphic organizer in pairs. <p><u>RH Student Book pg. 150/RH Teacher’s Guide pg.114</u></p> <ul style="list-style-type: none"> • Follow instructions in TG. <p><u>Student Applications Book pg. 71</u></p> <ul style="list-style-type: none"> • Have students complete the web in pairs. • When students are done with the web, discuss what specialized words were used in this essay (reminding them of Word Choice in Writing Session #13). <i>What words helped the essay to be more interesting or more vivid to the reader? (e.g., angry, countless, swarmed, agitated, etc.)</i> <p><u>RH Student Book pg. 151/RH Teacher Guide pg. 114</u></p> <ul style="list-style-type: none"> • Follow directions in TG. 	
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<p><u>Student Applications Book pg. 72/transparency #7</u></p> <ul style="list-style-type: none"> • Use the transparency to create a class Main Idea Organizer. • Have students take notes on their own papers. <p><u>RH Student Book pgs. 151-152/RH Teacher’s Guide pg. 115</u></p> <ul style="list-style-type: none"> • Follow directions in TG. <p>Note: This order of importance should remind students 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> <ul style="list-style-type: none"> • Follow instructions in TG. <p><u>Student Applications Book pg. 72</u></p> <p>Have students independently complete the Connect section of the Student Applications Book pg. 72.</p>	
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5th Grade Reading Session 14B – 30 min.				
Materials	Lesson	Objective	Activity	Notes
RH Student Book pgs. 154-156 RH Teacher’s Guide pgs. 116-117 Student Applications Book pgs. 73-74 Completed Student Applications Book pgs. 66-73 Photocopies of Student Applications Book pg. 74	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><u>RH Student Book pg. 154/RH Teacher’s Guide pg. 116</u></p> <ul style="list-style-type: none"> • Follow directions in TG for the Pause and Reflect section. <p><u>Student Applications Book pg. 73</u></p> <ul style="list-style-type: none"> • Complete the reading checklist as a class. <p><u>RH Student Book pg. 155/RH Teachers Guide pg. 116</u></p> <ul style="list-style-type: none"> • Follow directions in TG for Reread section. <p><u>Student Applications Book pg. 74</u></p> <ul style="list-style-type: none"> • Answer the first question as a class. • Have pairs work to complete the page. <p><u>RH Student Book pg. 156/RH Teacher’s Guide pg. 117</u></p> <ul style="list-style-type: none"> • Follow directions in TG. <p><u>Student Applications Book pg. 74</u></p> <ul style="list-style-type: none"> • Have students write an email to a friend as an independent exercise. 				

5th Grade Reading Session 15 – One Hour

Materials	Lesson	Objective	Activity	Notes
<p>CST Released Questions from www.cde.ca.gov</p> <p>Photocopy for each student:</p> <ul style="list-style-type: none">• A <i>CST Released Questions</i> packet - pgs.15-18; 22-26. (Questions # 16-25 & 29-38)• An answer sheet	<p>Post-Assessment (CST Format)</p>	<p>Provide a final assessment for measuring student progress from the beginning to the end of the expository reading unit</p>	<p>Take a post-test for a final assessment of reading comprehension skills</p>	
<ul style="list-style-type: none">• Students will be given approximately 45 minutes to take a 20 question post-test.• Questions are based on the expository unit of study for this 15-hour reading session.				