

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 1:

Use **Expository Card #2: “Meet Us at the Fair”**

Lesson Plan Notebook pages E8-E13

SKILLS: **Reading:** Drawing Conclusions

Writing: Making Comparisons: Then and Now

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **E12** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **E8** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **E3** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a
Comprehension discussion. (Answer Key on page **E13**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher’s Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **E10** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **E11** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **E11** in LPN)

Step # 4 Publishing optional

Optional (page **E11** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page E11**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 2:

Use **Narrative Card #3**: “Not So Fast, Big Fella!”

Lesson Plan Notebook pages N14-N19

SKILLS: **Reading:** Getting the Main Idea

Writing: Using Main Idea and Details

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **N18** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **N14** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **N15** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a
Comprehension discussion. (Answer Key on page **N19**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher’s Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **N16** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **N17** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **N17** in LPN)

Step # 4 Publishing optional

Optional (page **N17** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page N17**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 3:

Use **Expository Card #1: "The Great Sled Race"**

Lesson Plan Notebook pages E2-E7

SKILLS: **Reading:** The 5 W's

Writing: Writing a News Report

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **E6** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **E2** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **E3** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a
Comprehension discussion. (Answer Key on page **E7**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **E4** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **E5** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **E5** in LPN)

Step # 4 Publishing optional

Optional (page **E5** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page E5**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 4:

Use **Persuasive Card #5: "Testing, Testing"**

Lesson Plan Notebook pages P26-P31

SKILLS: Reading: Recognizing Author's Purpose

Writing: Writing a Persuasive Essay

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **P30** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **P26** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **P27** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a
Comprehension discussion. (Answer Key on page **P31**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **P28** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **P29** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **P29** in LPN)

Step # 4 Publishing optional

Optional (page **P29** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page P29**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 5:

Use **Narrative Card #1: "Animals in the News"**

Lesson Plan Notebook pages N2-N7

SKILLS: **Reading:** Recalling Facts
 Writing: Writing an Animal Report

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **N6** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **N2** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **N3** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a
Comprehension discussion. (Answer Key on page **N7**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **N4** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **N5** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **N5** in LPN)

Step # 4 Publishing optional

Optional (page **N5** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page N5**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 6:

Use **Visual Presentation Card #5: "Dog and Cat Names"**
Lesson Plan Notebook pages VP26-VP31

SKILLS: **Reading:** Understanding Graphics as a Summary Tool
 Writing: Using a Graphic to Summarize Information

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **VP30** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **VP26** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **VP27** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a
Comprehension discussion. (Answer Key on page **VP31**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **VP28** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **VP29** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **VP29** in LPN)

Step # 4 Publishing optional

Optional (page **VP29** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page VP29**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 7:

Use **Expository Card #3: "Wild Rides"**

Lesson Plan Notebook pages E14-E19

SKILLS: **Reading:** Cause and Effect

Writing: Painting a Picture with Words

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **E18** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **E14** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **E15** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a
Comprehension discussion. (Answer Key on page **E19**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **E16** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **E17** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **E17** in LPN)

Step # 4 Publishing optional

Optional (page **E17** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page E17**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 8:

Use **Narrative Card #5: "One Historic Ride"**

Lesson Plan Notebook pages N26-N31

SKILLS: **Reading:** Making Inferences

Writing: Writing About a Past Event

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **N30** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **N26** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **N27** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a
Comprehension discussion. (Answer Key on page **N31**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **N28** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **N28** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **N29** in LPN)

Step # 4 Publishing optional

Optional (page **N29** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page N29**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 9:

Use **Expository Card #4: "A Big Job"**

Lesson Plan Notebook pages E20-E25

SKILLS: **Reading:** Questioning as a Comprehension Strategy

Writing: Using Questioning to Gather Information

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **E24** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **E20** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **E20** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a Comprehension discussion. (Answer Key on page **E25**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **E22** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **E23** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **E23** in LPN)

Step # 4 Publishing optional

Optional (page **E23** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page E23**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 10:

Use **Persuasive Card #2: "The Ink Drinker"**

Lesson Plan Notebook pages P8-P13

SKILLS: **Reading:** Problem and Solution

Writing: Using Similes and Metaphors

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **P12** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **P8** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **P8** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a Comprehension discussion. (Answer Key on page **P13**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **P10** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **P11** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **P11** in LPN)

Step # 4 Publishing optional

Optional (page **P11** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page P11**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 11:

Use **Persuasive Card #1**: “The Blue Hills Meadow”

Lesson Plan Notebook pages P2-P7

SKILLS: **Reading:** Recognizing Fact and Opinion

Writing: Writing a Book Review

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **P6** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **P2** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **P3** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a Comprehension discussion. (Answer Key on page **P7**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher’s Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **P4** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **P5** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **P5** in LPN)

Step # 4 Publishing optional

Optional (page **P5** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page P5**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 12:

Use **Expository Card #5: "A Holiday With Friends"**

Lesson Plan Notebook pages E26-E31

SKILLS: **Reading:** Paraphrasing Information

Writing: Writing About a Holiday

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **E30** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **E26** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **E27** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a Comprehension discussion. (Answer Key on page **E31**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher's Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **E28** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **E29** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **E29** in LPN)

Step # 4 Publishing optional

Optional (page **E29** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page E29**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

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Day 13:

Use **Narrative Card #2**: “Cooling With the Stars of *Ice Age*”

Lesson Plan Notebook pages N8-N13

SKILLS: **Reading:** First Person Point of View

Writing: Writing About a Personal Experience

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **N12** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **N8** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **N8** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a Comprehension discussion. (Answer Key on page **N13**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher’s Guide).

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WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **N10** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **N11** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **N11** in LPN)

Step # 4 Publishing optional

Optional (page **N11** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page N11**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 14:

Use **Narrative Card #4**: “Emmitt’s Record Run”

Lesson Plan Notebook pages N20-N25

SKILLS: **Reading:** Using Context Clues

Writing: Writing About a Famous Person

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **N24** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **N20** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **N21** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a Comprehension discussion. (Answer Key on page **N25**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher’s Guide).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **N22** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **N23** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **N23** in LPN)

Step # 4 Publishing optional

Optional (page **N23** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page N23**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 15:

Use **Persuasive Card #3**: “No More Violent Video Games?”

Lesson Plan Notebook pages P14-P19

SKILLS: **Reading:** Supporting an Opinion With Details

Writing: Forming and Stating an Opinion

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **P18** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **P14** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **P15** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a Comprehension discussion. (Answer Key on page **P19**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher’s Guide).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **P16** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **P17** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **P17** in LPN)

Step # 4 Publishing optional

Optional (page **P17** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page P17**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 16:

Use **Persuasive Card #4**: “Our Readers Write About Pet Licenses”

Lesson Plan Notebook pages P20-P25

SKILLS: **Reading:** Identifying Mood and Tone

Writing: Writing an Editorial

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **P24** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **P20** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **P21** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a Comprehension discussion. (Answer Key on page **P25**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher’s Guide).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **P22** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **P23** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **P23** in LPN)

Step # 4 Publishing optional

Optional (page **P23** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page P23**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 17:

Use **Visual Presentation Card #1: "Dirty Ice in Space"**

Lesson Plan Notebook pages VP2-VP7

SKILLS: **Reading:** Reading a Picture Diagram

Writing: Supporting Text With a Picture Diagram

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **VP6** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **VP2** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **VP3** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a Comprehension discussion. (Answer Key on page **VP7**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher's Guide).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **VP4** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **VP5** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **VP5** in LPN)

Step # 4 Publishing optional

Optional (page **VP5** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page VP5**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 18:

Use **Visual Presentation Card #2**: “Top 5 Apple-Growing States”
Lesson Plan Notebook pages VP8-VP13

SKILLS: **Reading:** Reading a Picture Graph

Writing: Supporting Text With a Picture Graph

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **VP12** in LPN)
Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **VP8** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student
Complete Step #3. (page **VP9** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader’s & Writer’s Responses (on back of card)

Answer the “Reader’s Response” and “Writer’s Response” questions as a
Comprehension discussion. (Answer Key on page **VP13**)

Writer’s Desk

Read the Writer’s Desk section (**on back of card**) with or to the student to bridge
reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section
(found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the
Management section of the Teacher’s Guide).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **VP10** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **VP11** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **VP11** in LPN)

Step # 4 Publishing optional

Optional (page **VP11** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page VP11**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 19:

Use **Visual Presentation Card #3: "Cool Inventions"**

Lesson Plan Notebook pages VP14-VP19

SKILLS: **Reading:** Using a Venn Diagram to Support Text

Writing: Comparing With a Venn Diagram

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **VP18** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **VP14** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **VP15** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a Comprehension discussion. (Answer Key on page **VP19**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher's Guide).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **VP16** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **VP17** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **VP17** in LPN)

Step # 4 Publishing optional

Optional (page **VP17** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page VP17**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

Day 20:

Use **Visual Presentation Card #4: "Let's Celebrate"**

Lesson Plan Notebook pages VP20-VP25

SKILLS: **Reading:** Reading a Tally Chart

Writing: Taking and Recording a Vote

READING LESSON: 60 minutes

Step # 1 Vocabulary approximately 10 minutes

Present the article vocabulary words. (page **VP24** in LPN)

Complete Vocabulary Activity.

Step # 2 Pre-reading approximately 10 minutes

Complete Step #2. (page **VP20** in LPN)

Step # 3 Reading & Skill Focus approximately 20 minutes

Read the article TO student(s), WITH student, and/or BY student

Complete Step #3. (page **VP21** in LPN)

Step # 4 Post-reading approximately 20 minutes

Reader's & Writer's Responses (on back of card)

Answer the "Reader's Response" and "Writer's Response" questions as a Comprehension discussion. (Answer Key on page **VP25**)

Writer's Desk

Read the Writer's Desk section (**on back of card**) with or to the student to bridge reading and writing skills.

Extra practice for Differentiated Instruction

Read-On: Invite students to pursue topics of interest by offering the ideas listed in this section (found in **sidebar of Reading Lesson**).

Fluency Practice: Choose a Fluency Strategy to complete (found on **page 8** in the **Management section** of the Teacher's Guide).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes

Grade 4 (Using Nonfiction Reading & Writing Level C)
90-minute session

WRITING LESSON: 30 minutes

Step # 1 Pre-writing approximately 15 minutes

Complete Step #1 (page **VP22** in LPN)

Step # 2 Drafting approximately 15 minutes

Complete Step #2 (page **VP23** in LPN)

This step could also be completed as a Shared Writing Experience.

Step # 3 Editing & Revising optional

Optional (page **VP23** in LPN)

Step # 4 Publishing optional

Optional (page **VP23** in LPN)

Extra practice for Differentiated Instruction

Independent Writing: Assign one of the following as an independent writing activity:

Assign the **Journal Idea** (in the **sidebar** section on **page VP23**).

Assign a **WRITE TIME prompt** (found on the **back of the card**).

Whole Group/Shared Reading Lesson Plan Procedure
Grade 4 (Using Nonfiction Reading and Writing Kit C)
30 minutes