The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 1 – 4th Grade

Grade: 4th
Topic: Comprehension with Evidence
Instructional unit: Unit 2: The World of Informational Text (in reference to Week 2, #1)
Created By: Denise Taylor, Dr. Cynthia L. Allen-Golden, Terry K. Erbsfield, Christine Parker, Julia D. Brackett, Tracy Gutierrez

The task: After teaching locating facts that answer the reader’s questions, distinguishing causes from effect in context, and making well-developed connections, the students will be placed into groups/pairs according to Bloom’s taxonomy, given an assigned nonfiction book, and instructed to read and answer the book review questions for their given book. (See questions listed below). The teacher will choose how many questions each group answers, based on the students’ reading and comprehension levels.

Knowledge:
1. Make a list of facts you learned from the book.
2. Describe the main character(s) - physical and behavior.
3. List ten good words from the book.
4. What problem does the main character have, and how does he or she solve it?
5. What is time period of the book?
6. Where did the story take place?

Comprehension:
1. What was the problem in the book, and how was it solved?
2. Did anyone in the book do something you did not like? Why?
3. What kind of book is it?
4. Tell in your own words the beginning of the book.
5. What did the title have to do with the book?
6. Tell in your own words how the setting of the book made it more interesting?
7. If you continue the story, what events would you include? Why?

Synthesis:
1. What part would you change in the story, and why?
2. Write another story using the same character.
3. Write a poem about this book.
4. Prepare a book jacket that illustrates the kind of book as well as the story.
5. Design costumes for the characters.
6. Make a radio announcement to advertise the book. Write it out.
7. Design a poster for the book.
8. Organize the book into three or more sections and give your own subtitle for each section.
9. Make an eight section strip with captions showing the main events of the story.
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Application:
1. Did this book remind you of anything that has happened to you? What? Why?
2. Did the book give you any new ideas about yourself? What?
3. Write a letter to a friend recommending this book.
4. What changes would have to be made if the book occurred 200 years ago?
5. Pretend you are one of the main characters in the book. Write a diary about the happenings in your life for two consecutive days.
6. What would the main character be likely to do if she/he visited our classroom?

Analysis:
2. In a good paragraph, state the main idea of the book.
3. Write a different ending to the book. Tell why you changed it.
4. If your story occurred long ago, compare the time with today in a good paragraph. If it is a modern story, compare it with a long time ago and tell what would be different.
5. Tell five ways the main character is like you.
6. Decide which parts of the book include the five W’s (who, what, when, where, why) and H (how). Then write a good paragraph for a newspaper article including these facts.
7. Compare this books with the last book you read (autobiography).

Evaluation:
1. Is the title a good one or poor one? Why?
2. Did you like the way the story ended? Why or why not?
3. What did you think was the most interesting part of the book? Why?
4. Tell about the most exciting part of the book. Be sure to give at least three reasons why?
5. Why do you think the author intended to read this book and why?

Task: cont. Upon completion of the students’ group work, each group will share the work as a group presentation.

Focus Standard:
ELA4R1 The students demonstrate comprehension and show evidence of a warranted and responsible explanation of variety of literary and informational texts. (For information texts, the students reads and comprehends in order to develop understanding and expertise and produce evidence of reading that-

   a. locates facts that answer the reader’s questions
   g. makes perceptive and well-developed connection

Circumstances of the assignment/Notes to the Teachers:
Students will investigate informational text, using them with understanding and expertise on topic or areas of interest.