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

Grade: 4
Topic: Writing Process
Instructional unit: Unit 1, Habits of Effective Readers, Writers, Listeners, Speakers, and Viewers in the Narrative (in reference to Writing in week 3)
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The task: The student will participate in identifying the stages of the writing process. The teacher will divide the class into four heterogeneous groups and distribute a packet which contains index cards identifying each stage of the writing process. Additionally, the teacher will include a writing sample that represents each stage. (Writing samples can be copied from previous portfolio writings from students in the building or teacher-created examples). After the students have made matches within their groups, each group can post the stage with the writing example on chart paper or posters to present to the class explaining how the group members recognized each stage of the writing process. The peer discussion and manipulative packet will draw students’ attention to what is expected as they move through completing individual writing pieces for publishing.

Differentiation:

- Since the group is heterogeneous, teacher monitoring and peer assistance are built in the process

Focus Complementary Standard:
ELA4W4. The student uses a writing process to develop, revise, and evaluate writing.
The task for the standard serves as an early indicator of students’ prior knowledge of the writing process.

Circumstances of the assignment/Notes to the Teachers:
This activity can be used as a pre-assessment or post-assessment activity to determine the knowledge level of understanding the writing process.