Georgia Performance Standards Framework for ELA Unit 2 – 4th Grade

Grade: 4th
Topic: Informational and Expository Writing
Instructional unit: Unit 2: The World of Informational Text (in references to Week 1, # 7)
Contributed By: Denise Taylor, Dr. Cynthia L. Allen-Golden, Terry K. Erbsfield, Christine Parker, Julia D. Brackett, Tracy Gutierrez

The task: A Nonfiction Book
After the teacher has introduced the ELA4W2 standards for informational writing, the class will discuss each element and provide examples. The teacher will read a nonfiction book to the class. The class will discuss and chart the main idea of the nonfiction book, as a classroom whole. Collaboratively, the class will identify the best main idea on the nonfiction book read to the class. Then, in small groups the students will paraphrase and write a main idea sentence of the nonfiction book read to the class. Each group will share its main idea sentence with the class. The teacher will then use one of the groups’ main idea sentences and identify a fact from the nonfiction book.

FACTS
SUPPORTIVE DETAILS
___________________/______________________
/ / /
/ / /
/ / /

Next, the teacher and students will collaboratively identify and chart the supportive details. As a group, teacher and students will identify another fact from the nonfiction book. The students will form into small groups again and identify supportive details for the second fact. Each group will once again share its supportive details. The teacher will then chart each group’s supportive details of the second fact. As a class, with the teacher, the class will write a good paragraph, using the collaborative group’s supportive details, which the teacher will chart. Finally, the students and teacher will collaborate to develop a set of topics related to the students. Possible topics may include family, hobbies, school, community activities, world issues, favorite friend or pet. Each student will choose a topic on which to write. The teacher will conduct conferences and assist individuals in revising and editing, depending on their needs and skills. Some students may do peer revising and editing. For the next three or four days, the teacher will continue the same mini lesson with the class so the students will develop a collection of paragraphs which may used toward an autobiography.

Differentiation:
Teacher will work with small groups, using group level reading, and assist in identifying facts and details with the students.
Focus Standard:
ELA4W1 The student produces writing that establishes an appropriate organization structure, sets a context and engages the readers, maintains a coherent focus throughout, and signal a satisfying closure.
b. Write texts of a length appropriate to address the topic or tell the story.

Circumstances of the assignment/Notes to the Teachers:
This task will support the writing process. Students will continuously analyze informational text structure and read and produce informational writing, including reports, procedures, and types of correspondences.