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

Grade: 4th
Topic: How to write an introductory paragraph
Instructional Unit: Unit 2: The World of Informational Text (in reference to week 2, number 5, writing introductory paragraphs)
Contributed By: Denise Taylor, Dr. Cynthia L. Allen-Golden, Terry K. Erbsfield, Christine Parker, Julia D. Brackett, Tracy Gutierrez

The task: The focus of this unit is the use of informational text in reading and writing. Students will investigate informational texts, using them to develop understandings and expertise on topics or areas of interest. The teacher will read an opening paragraph from an informational text about a famous individual from the Revolutionary War. Refer to the social studies standard, SS4H4 element d to choose your famous person, such as George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

The teacher will read different kinds of introductions from three books. Emphasize that authors use different kinds of introductory paragraphs to introduce or begin their books. After reading the informational text, the teacher will make a chart of the 3 ways to introduce informational writing. The different ways to write an introductory paragraph is to begin with a question(s), or an interrogative sentence, to start with an excitement statement or an exclamatory sentence using an explanation mark, or to start your writing with the a declarative statement “Benjamin Franklin was a great inventor and statesman.” The students will use their informational book to pick out the introductory paragraph and notice how the author started his/her book. The students will write their own introductory paragraph about a famous revolutionary individual. The students will share their introductory paragraphs and tell which kind of introduction they used to introduce their informational report.

Differentiation: Take a small group of 4-6 students and read an introductory paragraph from an informational text with emphasis on only one kind of introduction. Remind them that introductory paragraphs can start with a question. The teacher will model an introductory paragraph by doing a “shared writing” paragraph on a chart and letting the students copy the introductory paragraph after they have composed it together.

Focus Standards:
ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literacy and informational texts.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary

ELA4W2 The student demonstrates competence in a variety of genres.
The student produces informational writing (e.g., report, procedures, correspondence)
c. Creates an organizing structure appropriate to a specific purpose, audience, and context
Circumstances of the assignment/Notes to the Teachers:
This introductory paragraph lesson could be added to the lesson on chronological order. The students add an introductory paragraph to the chronological statements. The teacher needs to do a separate lesson on closing paragraphs.