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

**Grade:** 4th  
**Topic:** Introduction to Nonfiction  
**Instructional unit:** Unit 2: The World of Informational Text (in reference to Week 1, # 1 and 2)  
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**The task:** In a whole group setting, the teacher will review fiction by having students brainstorm, discuss, and chart the elements of fiction and characteristics that all fiction books share. The teacher will then read a nonfiction book. (If possible, the text should be on an overhead or on a copy for all students to be able to see.) The teacher will ask students to examine the text and find the elements and characteristics that were listed earlier on the chart. When students are having problems finding these elements, the teacher will introduce nonfiction and its unique elements (including topic, main idea, supporting details) and characteristics (including text structures, true information, graphic features, glossary, index, etc.). These elements and characteristics will be added to the chart under a new column for nonfiction. (This chart may be placed on the wall for students to have as a reference.) Each element or feature of nonfiction could then be assigned to different individuals or groups to explore further and make a poster that includes a definition, examples, and or illustrations of that element or feature. These posters would be presented to the class and discussed as a whole group. Future lessons might include more concentrated instruction on the elements and characteristics of nonfiction.

**Differentiation:**
- Students may be given choices on how to present their given element or feature of nonfiction.  
- Students may work individually or in groups on the poster project.  
- Students may develop a graphic organizer for the elements of fiction.

**Focus Standard:**

**ELA4R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary 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).  
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).  
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).

**Circumstances of the assignment/Notes to the Teachers:**
Students should already be familiar with fiction and its elements and characteristics before doing this task. More concentrated instruction and practice with main idea and details should be given after this task.