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

Grade: 4th
Topic: How to Write Describing Sentences

Instructional unit: Unit 2: The World of Informational Text (Refer to Week #5 and #7)
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The task:
The focus of this unit is to integrate the use of the conventions using informational texts and writing an informational paragraph/report describing a famous individual from the Civil War period. The teacher will read a couple of paragraphs from the informational book about a famous individual from the Civil War, such as Harriet Tubman, Sojourner Truth, and Elizabeth Stanton. The teacher needs to refer to the social studies standard SS4H7 elements a & b to look at the famous individuals from that time period. The teacher will ask the students, “Who is this main subject of this book?” Wait for a response and write it on a chart. Then say, “I will read part of the book that describes your subject. The teacher will need to show the pictures and illustrations of the famous person, also. Discuss that visualizing is important and that making a picture mentally will help in describing the famous person. The teacher will do a “shared writing” on the same chart that has the subject on it. The students will generate describing sentences as the teacher writes the sentences on the chart using paragraph form. Remember, modeling is the best way to teach writing.

Example:

ON A CHART:

SUBJECT—Lincoln: A Photobiography by Russell Freedman

DESCRIPTING SENTENCES:
Abraham Lincoln was not the sort of man who could lose himself in a crowd. After all, he stood six feet tall four inches tall, and to top it off, he wore a silk hat.

Differentiation: Take a small group of 4-6 students. Pick several famous people from the Civil War period. Read 1 page from each book and ask, “Who is the subject of this book?” Make a list of famous subjects! Pick one famous person and ask the students to describe one of their subjects with 1-2 sentences. Work together and do shared writing. The students need to generate their own sentences as the teacher writes them on the chart. The students should keep their eyes on the chart as the teacher writes so they can help spell the words. Then, after writing 1-2 sentences, the teacher will have the students copy the sentences and draw an illustration of the famous individual.
Focus Standard:
ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
  a. Recognizes the subject-predicate relationship in sentences.
The student produces an informational writing (e.g., report, procedures, correspondence) that:
  f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote

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:
  a. Locates facts that answer the reader’s questions.

Circumstances of the assignment/Notes to the Teachers: A wonderful nonfiction reference book is called:
Craft Lessons/Teaching Information Writing K-8
By: Joann Portalupi and Ralph Fletcher