Georgia Performance Standards Framework for ELA Unit 3 – 4th Grade

Grade: 4
Topic: Making Personal Connections to a Favorite Author
Instructional unit: Unit 3, An Introduction to Persuasive Writing
Contributed By: Denise Taylor, Dr. Cynthia L. Allen-Golden, Terry K. Erbsfield, Christine Parker, Julia D. Brackett, Tracy Gutierrez

The task:
The teacher will pull books by one of his or her personal favorite authors to read aloud to the students (ones that promote emotion and connection). To begin the lesson, the teacher will do the following: Tell students that reading is more than just being able to read words and that reading is making meaning. Tell students that good readers may also make connections to their personal lives as they read texts or magazines. Set the purpose for listening to one of the books by telling the students that as they read today, they will be stopping along the way to think aloud about personal connections. Demonstrate how a student will mark his or her connections with a sticky note. (This procedure will model metacognitive thinking for the students.) Explain to the students that making a personal connection or connections to a book helps them remember the book in the future. Also, discuss if many connections are made while reading a certain book, sometimes these connections persuade the reader to choose more books by the same author. The teacher will then try to persuade the students to read this book by using strategies that have been taught in persuasive writing. Example- teacher will review why he/she thinks this is such a great book and try to persuade the students to read it. (Bring in elements/strategies taught in persuasive writing.)

Now, the students will get a chance to reread one of their favorite books during their independent reading time. (Students will be using a familiar text so they may focus on marking their personal connections.) While rereading their book, students will mark any personal connections with a sticky note as modeled by the teacher. Next, each student will prepare to share their personal connections along with a strategy stating a clear position to try to persuade other students to read the same book.

Differentiation:
Students may be given the choice to use a graphic organizer (like the one below) or create one of their own to help organize their thoughts: (See below)
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
g.) Makes perceptive and well-developed connections.

Circumstances of the assignment/Notes to the Teachers:
The teacher needs to be prepared with a book written by his/her favorite author. Also, the students need to have access to sticky notes and their favorite books. This lesson is recommended to be taught at the middle or end of the persuasive standard unit. Copies of the graphic organizer should be on hand if the students choose to use them.