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

Grade: 4
Topic: Targeting Your Audience (Listening, Speaking, and Viewing)
Instructional unit: Unit 3, An Introduction to Persuasive Writing (in reference to Week 1, Reading, Number 2)
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The task: Days before beginning the lesson, the teacher should ask the students to bring in examples of various forms of writing, such as letters, written advertisements from magazines or newspapers, bills, cards, or articles. On the wall, the teacher will list each of these categories leaving plenty of space underneath for responses. The students then take each piece of writing and place it beneath the appropriate category. Once the students have completed each category, the teacher will explain that each category and type of writing is targeting a specific audience. The teacher might explain that the advertisements are trying to sell the consumer their products. Choose one specific advertisement and ask the class, “Who would care about this ad?” or “What audience are they targeting?” The teacher may then move to other categories and explain their purposes and the audiences they are targeting.

Differentiation:
- The teacher might work with a small group to review the purpose of advertisements and their targeted audiences.
- Students could write two different letters, one to a family member and one to a business. How are they different? What would the different purposes be? Who is the targeted audience?

Focus Standard:
ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
- a.) Demonstrates an awareness of the presence of the media in the daily lives of most people.
- b.) Evaluates the role of the media in focusing attention and in forming an opinion.

Circumstances of the assignment/Notes to the Teachers:
Prior to the lesson, the students need to bring in different forms of writing, such as, letters, advertisements, bills, cards, and articles from magazines and newspapers. Also, be prepared to put each category heading on the wall so that the students can place the writing pieces under the appropriate category heading.