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

Grade: 4
Topic: Adding Sensory Details to our Writing
Instructional unit: Unit 4, Retracing Our Steps:  Where have we been? Where are we now? Where are we going?  (in reference to Week 2, Writing, Number 7 and Week 3, Writing, Number 6)
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The task: The teacher will tell students that our job as writers is to help our readers visualize as they read our narratives. Adding sensory details makes our writing come alive. We do this with adjectives and verbs. Several read aloud books that illustrate language with sensory details are Night in the Country by Cynthia Rylant, Owl Moon by Jane Yolen, and When I Was Young in the Mountains by Cynthia Rylant. Reading these books and examining the language may give students a good idea about the use of sensory details. After reading the book aloud, the teacher will display the following sentence on chart paper: The cat ran. After asking students what words they might add to help the reader visualize, the teacher will have students make suggestions, adding or changing. The class may formulate more than one sentence. After modeling with the whole class, the teacher will provide simple sentences on sentence strips and allow students to work in pairs adding and/or changing the sentences. The teacher will remind students that their job is to provide a picture in the minds of their readers. Several suggestions for sentences are: The dog is cute. The boy is a tall. The bunny hopped. The baby cries. The weather is nice. After each group has been given the opportunity to expand their sentences, the class as a whole will meet together to share their expanded sentences, pointing out any sensory details and the use of adjectives and verbs.

Differentiation:
- The students may go back and add or revise their narratives by adding sensory details to help the reader visualize the action.
- The teacher may work with a small group to help students identify sensory details in a piece of writing.
- The students may work with partners to add sensory details into their writing.

Focus Standard:
ELA4 The student demonstrates competence in a variety of genres. The student produces a narrative that
   d.) Includes sensory details and concrete language to develop plot and character.

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
   b.) Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).
Circumstances of the assignment/Notes to the Teachers:
The teacher needs to pull a book that includes vivid sensory details to paint a picture in the reader’s mind. Also, the teacher should be prepared with sentence strips which contain simple sentences. The class will add to these to allow for more visualization.