The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 5-4th Grade

Grade: 4
Topic: Writing a Summary
Instructional unit: Unit 5, “Connecting the Reading and Writing Processes: Responding to Literature”
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The task: The teacher chooses a previously read text (folktale or fairytale) to share with the class. After the text reading, the teacher will place the following story map on chart paper. Using shared writing, the students will retell the story as the teacher models completing the story map.

Next, the teacher will read the story map with the boxes completed. The teacher will then model how to use the story map to write a summary of the selected text. The chart paper is important so that the students will be able to reference it when they begin writing their own summaries.

Students may then choose a previously read book (guided reading or independent reading book) and complete a story map independently. Students will then meet in pairs to summarize orally their book using the completed story map as a guide. Partners will ask questions to close any gaps in the summary. After meeting with their partners, students will write summaries using the completed story maps.
Differentiation:
- The teacher may work with a small group to give extra support on using a story map to write a summary.
- The students may choose to create their own story map to help write a summary.

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 literary texts, the student identifies the characteristics of various genres and produces evidence of reading that
  h.) Identifies themes and lessons in folktales, tall tales, and fables.

**ELA4W2** The student demonstrates competence in a variety of genres. The student produces a response to literature that
d.) Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).

Circumstances of the assignment/Notes to the Teachers:
Teachers will need previously Read Aloud books or traditional literature to share with the class. It is also helpful to have a story map drawn on a piece of chart paper before beginning the lesson. The teacher may make copies of the story map for each student, or the students may draw the story map outline themselves.