Georgia Performance Standards Framework for ELA Unit 6 – 4th Grade

Grade: 4

Topic: Cross Curriculum Integration of Informational Text

Instructional unit: Unit 6, Habits of Effective Readers and Writers of Poetry and Drama (in reference to Week 2 #5)

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The task: Explain to students that informational texts can be reconstructed in a different format to create meaningful connections. In this instance, the connection is to American history. Provide students with biographical information on historical leaders during the American Revolution with emphasis on King George III. Ask them to underline key phrases or words in the biography. Students should practice reading their key words, phrases or sentences which will help their classmates remember significant facts about the person. (The teacher should monitor during this time and provide feedback as needed. It is expected that the teacher participates as one of the readers.) Next, students are to copy selected information on an index card with the name of the historical leader and their name. After students have had a chance to practice reading with fluency and writing on their index card, the last step is for class to bring their card and form a circle in the room standing next to classmates who have the same historical leader. Each student should pronounce the name of the historical leader with emphasis and then read the recorded information. Start the reading clockwise from first to last. Encourage students to use intonation and dramatics in their readings. (This may require reading several times until they demonstrate rhythm and fluency.) Tell students after the activity that they have created their first FOUND POEM. Before dismissing students to their seats, note on the back of the card the order of the readers. Provide time for students to have conversations about what they have learned. Address any questions about the personality traits of the leaders. Students may use a Venn diagram to compare and contrast their own personality with that of key individuals in the American Revolution. Ask volunteers to create a PowerPoint with visuals and sound effects of the FOUND POEM on key individuals in the American Revolution. Take a class picture of participants. Share student work on the school’s closed circuit TV. Tape record students’ reading their poem and include in the PowerPoint. Other students could draw pictures of the leaders with symbols representing their role during this historical period. Another group could create a timeline leading up to the American Revolution.

Differentiation:
The FOUND POEM lends itself to automatic differentiation because students will demonstrate different mastery levels of vocabulary and implementation of information gathering.

Focus Standard:

Social Studies

SS4H4 The student will explain the causes, events, and results of the American Revolution.

d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.
Complementary Focus Standards:

**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
- Locates facts that answer reader’s questions.
- Makes perceptive and well-developed connections.

**ELA4R4** The student reads aloud, accurately (in the range of 95%), familiar materials in a variety of genres of the quality and complexity illustrated in the ample reading list, in a way that makes meaning clear to the listeners.

**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.
- Varies the sentence structure by kind. (Declarative, interrogative, imperative, exclamatory sentences and functional fragments, order, and complexity.)

The intent of the task is to alert students that end punctuations used by writers keep the reader engaged, therefore promoting fluency and comprehension of text. The FOUND POEM provides an opportunity for the student to select functional phrases and more complex sentence structures.

**ELA4W3** The student uses research and technology to support writing. The student
d. Demonstrates basic keyboarding skills and familiarity with computer terminology.

**Circumstances of the Assignment/Notes to the Teachers:** Early use of cause/effect graphic organizers would help facilitate learning about key events. Using the FOUND POEM as a tool, the teacher would select more complex sentences to read in the circle with students to model and discuss various types of sentence structure and fluency. For additional information on FOUND POEMS, link to [www.readwritethink.org](http://www.readwritethink.org)