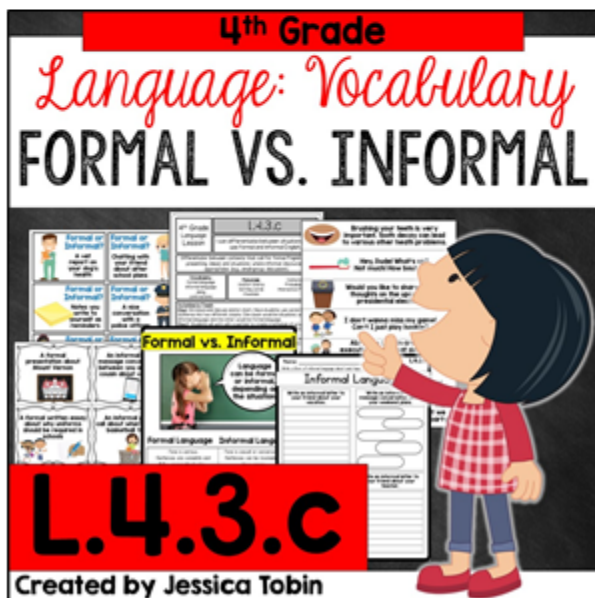


L.4.3.c

This ELA unit provides resources to use while teaching the standard **L.4.3.c**, which states that students will be able to **“Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).”**



Using This Unit

Let's look at the structure of this unit.

Lesson Plans

- The lesson plans in these language units usually range between 5-7 steps. Depending on how long you have for mini lessons for Language, you can choose how to break the steps apart. You can teach it over 2 days, or you could stretch the steps out over 5 days. It all depends on the time you have allotted for Language. I suggest at least 10 minutes for your daily lesson, then 15-20 minutes (or more) for practice time. Putting your activities together may take a week to complete.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within their partner/independent time.

Centers & Interactive Notebook Pieces

- These can be used throughout the unit as you see fit, too. They can be used during group work, down time, or however they fit into your current ELA block structure.

Assessment

- There is one informal assessment activity at the end of the lesson plan. When you're finished teaching your unit, use this assessment with your students.

Mini Lessons

There is a lesson plan outline in this unit. There are five steps within this unit, which may take about a week to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

4th Grade Language Lesson

L.4.3.C

I can differentiate between use formal and informal language.

Differentiate between contexts that call for formal or informal language (e.g., presentations, reports, and other formal contexts; conversations, letters, and other informal contexts).

Vocabulary: formal language, informal language, slang, contractions

Materials: Anchor charts, Sorting cards, Checklist

Activities to Teach: Teach introductory discussion about formal and informal language.

Formal vs. Informal

Language can be formal or informal, depending on the situation.

Formal or Informal?
A vet report on your dog's health

Formal or Informal?
Chatting with your friend about after school plans

Formal or Informal?
Notes you write to yourself as a reminder

Formal or Informal?
A nice conversation with a friend

Formal or Informal?
An interview with the school newspaper

Formal or Informal?
Cheering for friends at baseball game

Formal or Informal?
Writing notes on a lesson or presentation

Formal or Informal?
Plays by William Shakespeare

Name: _____

Think about a typical day. What are some activities that you do that require formal or informal language. Record a time, activity, (draw a labeled picture) and what language you may use.

My Daily Schedule

Time	Activity	Language

Name: **EXAMPLE**

Think about a typical day. What are some activities that you do that require formal or informal language. Record a time, activity, (draw a labeled picture) and what language you may use.

My Daily Schedule

Time	Activity	Language
7:00	I eat breakfast with my family	Informal "I gotta grab my backpack"
7:45	Greeting my bus driver	Formal "Good morning, Mr. Smith. Have a great day!"
8:55	Working on an assignment	Formal "The theme of the story is..."
9:45	Small group discussion	Informal "What if we made a glorious bulletin board for the project? It'll be awesome!"
11:45	Art class presentation	Formal "Leonardo DaVinci created a series of portraits using tempera and oil on plaster..."
3:00	Piano lessons after school	Formal "Hello Mrs. Crabtree. Thank you for giving me lessons today."

Brushing your teeth is important. Tooth decay can lead to various other health problems.

Hey, Dude! What's up? Not much! How about you?

Would you like to share your thoughts on the upcoming presidential election?

I don't wanna miss my game. Can't I just play it later?

Abraham Lincoln issued an executive order that declared the abolition of slavery. It was named the Emancipation Proclamation.

Abraham Lincoln

I guess he let the bag! Grandma found out we are throwing her a surprise party!

He'll have to do more homework if he continues to slack on class activities.

There are a number of reasons why we should consider wearing school uniforms.

Dear Mr. Johnson, My name is Jerry Wheaton. I am writing to you about...

r u goin 2 scool? yup cya in 20

"Good morning, Mrs. Gordon. May I help you sharpen the pencils?"

FORMAL

INFORMAL

Name: _____

Mark each language sample as formal or informal.

Formal vs. Informal Checklist

Language Sample	Formal	Informal
Brushing your teeth is very important. Tooth decay can lead to various other health problems.	<input type="checkbox"/>	<input type="checkbox"/>
Hey Dude! What's up? Not much! How about you?	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to share your thoughts on the upcoming presidential election?	<input type="checkbox"/>	<input type="checkbox"/>
I don't wanna miss my game! Can't I just play hooky?	<input type="checkbox"/>	<input type="checkbox"/>
Abraham Lincoln created an executive order that declared the abolition of slavery. It was named the Emancipation Proclamation.	<input type="checkbox"/>	<input type="checkbox"/>
Abraham Lincoln was the man!	<input type="checkbox"/>	<input type="checkbox"/>
I guess he let the cat out of the bag! Grandma found out that we are throwing her a surprise party!	<input type="checkbox"/>	<input type="checkbox"/>
He'll have to do more homework if he continues to slack on class activities.	<input type="checkbox"/>	<input type="checkbox"/>
There are a number of reasons why we should consider wearing school uniforms.	<input type="checkbox"/>	<input type="checkbox"/>
Dear Mr. Johnson, My name is Jerry Wheaton. I am writing to you...	<input type="checkbox"/>	<input type="checkbox"/>
r u goin 2 scool? yup cya in 20	<input type="checkbox"/>	<input type="checkbox"/>
"Good morning, Mrs. Gordon. May I help you sharpen the pencils?"	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Create a small excerpt that could be found in each of the scenarios.


Formal vs. Informal Language

Scenario	Example Excerpt
Scenario 1: Informational Text about the Water Cycle	
Scenario 2: Conversation with your friend at lunch	
Scenario 3: A Letter to your Favorite Author	
Scenario 4: Texts with your friend about soccer practice	
Scenario 5: Writing Assignment- Write an Opinion Piece about Tigers	

Centers


On top of the lesson plans you get for the L.K unit, you also get centers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

L.4.3.c
Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.



Formal Language

L.4.3.c
Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.



Informal Language

L.4.3.c
Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.

Center 1: Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.

Throughout history, animals have been sorted into families and groups.

My bestie's name is James and we hang out all the time.

Hello, Mr. Clark, it is great to see you this morning. Thank you for inviting me.

L.4.3.c
Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.

Center 1: Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.

Here, in Boston, is the exact location where Benjamin Franklin read the Declaration of Independence.

Hey, girl! How was school today?

Yes ma'am, I would like to order three turkey sandwiches, please.

L.4.3.c
Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.


Center 1: Students will pull a sentence or phrase strip and read it aloud. Then, they will sort it into the correct category.

Museums are educational government-run buildings that help teach and conserve our history.

That movie was seriously awesome the entire time.

In the year 1861, the Civil War started in Fort Sumter, South Carolina.


L.4.3.c
Students will match a picture card topic, informal language example, and formal language example to make a set of three.



Hey, can you pass that green crayon down here?

Mixing the colors of blue and yellow together can create green.


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



Oh my goodness, the music is so loud!

Listening to music with headphones can be fun.


L.4.3.c
Students will match a picture card topic, informal language example, and formal language example to make a set of three.



I took this hearing test this morning and it was like, super loud in my ears.


Thank you, Ms. Elaine, for giving me this hearing test.

L.4.3.c
Students will match a picture card topic, informal language example, and formal language example to make a set of three.



My sister (who is very rude) just ripped a page out of a library book.


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



A formal presentation about Lewis and Clark.

An informal text message conversation between you and your mom about chores.


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



A formal presentation about Mount Vernon.

An informal message between a cousin and you.


L.4.3.c
Students will match a picture card topic, informal language example, and formal language example to make a set of three.



A formal presentation about extinct dinosaurs.

An informal text message conversation between you and a friend about camping.


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



Hey Cassie, hold that door open for me for just a sec.

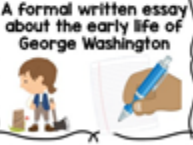
Cassandra, will you please be our door holder today for the class?

L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



I was like, "Sure, I'll take that stuff to the office for you!"


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



A formal written essay about the early life of George Washington.

An informal phone call to get more information about a birthday party.


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



A formal written essay about why uniforms should be required in schools.

An informal phone call about basketball.


L.4.3.c
Students will match a picture card topic, informal language example, and formal language example to make a set of three.



A formal written essay about the tropical rainforest habitat.

An informal phone call to catch up with your aunt.


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



A formal conversation between a symphony conductor and a young girl.

An informal conversation between two girls their first day of school.


L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



A formal conversation between a girl delivering meals and the person receiving one.

An informal conversation between a customer and a seller.

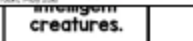
L.4.3.c
Students will match a picture card topic, informal language example, and formal language example to make a set of three.



A formal conversation with your optometrist at an eye appointment.

An informal conversation at the market between a customer and a seller.

L.4.3.c
Students will pull a task card and verbally tell their partner/group an excerpt from the given situation.



A formal conversation about dinosaurs.

Extra Resources

On top of the lesson plans you get for the L.K unit, you also get interactive notebook pieces and graphic organizers that will help you teach this unit. These can be used during this unit **AND** reused throughout the year as review.

Formal & Informal Language

Sentence	Spoken or Written?	How it is used
In the year of 1492, Columbus set sail with three ships, headed to find India.		
My little sister is the bomb at making those little bracelet things!		
If you take a look at this map, you will see where the animal species populates.		

Formal & Informal Language

Spoken English	Written English

Formal Use of English

Write a formal sentence about the picture under the left flaps. Write an informal sentence about the picture under the right flaps.

Formal Language

Write a formal excerpt from a verbal presentation about dinosaurs.

Informal Language

Write an informal letter to your friend about your vacation.

Informal English

Use the informal English phrases in a sentence.

cya dude Yo! ASAP wanna LOL goin'
What's up? mmh lol

Formal & Informal Language

Write a formal sentence about the picture under the left flaps. Write an informal sentence about the picture under the right flaps.

Formal & Informal Language

Write a formal sentence for each picture and explain why it is correct.

informal	formal	informal
formal	informal	formal

Graphic Organizers

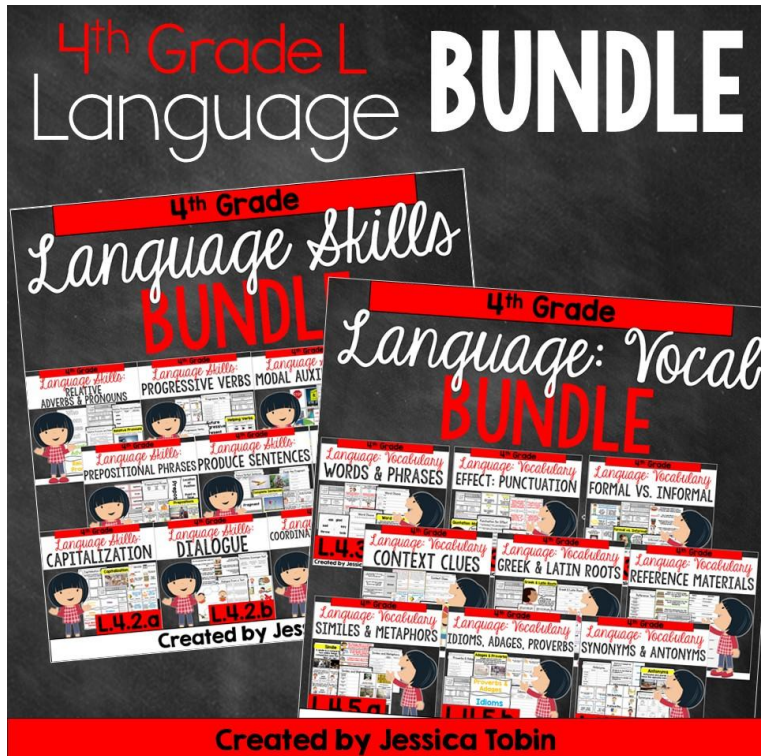
Interactive Notebook Pieces

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

[Language Domain](#)

[All 6 ELA Domains](#)



4th Grade Language BUNDLE

4th Grade Language Skills BUNDLE

4th Grade Language: Vocabulary BUNDLE

Language Skills: RELATIVE ADVERBS & PRONOMS

Language Skills: PROGRESSIVE VERBS MODAL AUXILIARIES

Language Skills: PREPOSITIONAL PHRASES PRODUCE SENTENCES

Language Skills: CAPITALIZATION

Language Skills: DIALOGUE

Language Vocabulary: WORDS & PHRASES

Language Vocabulary: EFFECT: PUNCTUATION

Language Vocabulary: FORMAL VS. INFORMAL

Language Vocabulary: CONTEXT CLUES

Language Vocabulary: GREEK & LATIN ROOTS

Language Vocabulary: REFERENCE MATERIALS

Language Vocabulary: SIMILES & METAPHORS

Language Vocabulary: IDIOMS, ADAGES, PROVERBS

Language Vocabulary: SYNONYMS & ANTONYMS

Created by Jessica Tobin

-or-



ALL-YEAR ELA
4th Grade

4th Grade Language BUNDLE

4th Grade RL Literature BUNDLE

4th Grade RI Informational BUNDLE

4th Grade RF Foundational Skills BUNDLE

4th Grade Common Core WRITING BUNDLE

4th Grade SPEAKING & LISTENING

4th Grade FOUNDATIONAL SKILLS: Phonics and Word Recognition

CHARACTERS, WORDS & PHRASES, POEMS, DRAMA

INFERENCES & DETERMINING MAIN IDEA & Supporting Details

UNKNOWN WORDS & PHRASES, TEXT STRUCTURE, FIRST AND SECONDHAND ACCOUNTS

COMPARING MEDIA AND TEXT, COMPARING

IMAGES IN AN AUTHOR'S WORK, INTEGRATING

Created by Jessica Tobin