Georgia Performance Standards Framework for ELA Unit 1 – 4th Grade

Grade: 4
Topic: Conventions Noticing
Instructional unit: Unit 1, Habits of Effective Readers, Writers, Listeners, Speakers, and Viewers in the Narrative (in reference to Week 3 #1 and Week 4, #1)
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The task: The student will participate in identifying basic sentence types with accompanying end punctuation. Four heterogeneous student Convention Teams will write only four sentences, choosing declarative, interrogative, imperative or exclamatory. A student from each team will pull from a container the type of sentence to be written by group members. (Teacher monitoring is needed during this activity.) Each team must present the four sentences to the class. Classmates will respond by holding up a CONVENTION CARD with the name and symbol of the correct punctuation needed at the end of the sentence. At the end of the student presentations, the teacher will display a transparency with numbered sentences with missing end punctuation within a text from previous Read Alouds. Students will have their own copy of the same text. The teacher will read the displayed text “as is” without pauses for end punctuation and then will allow students to read the text silently and then Think-Pair-Share.
After the students have completed the Think-Pair-Share activity, the students will punctuate the text with appropriate end punctuation on their individual sheets. After all students have written a response, the teacher will display a transparency of the original text as a self-check for student responses. Small group conferencing may follow the activity while other students evaluate punctuation use from excerpts of their independent reading favorite texts. Lastly, students will partner with a classmate and discuss the end punctuation used by the author to keep the reader engaged.

Differentiation:
- Post examples using sentence strips of the four sentence types without end punctuation.
- Ask each student to read each sentence while the teacher listens for intonation.
- Ask the students to take turns placing punctuation symbol cards at the end of the sentence strips as a check for understanding.

Focus Complementary Standard:
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.
   h. Varies the sentence structure by kind. (declarative, interrogative, imperative, exclamatory)

The intent of the task is to alert students that end punctuations used by writers keep the reader engaged which promotes fluency and comprehension of text.
Circumstances of the assignment/Notes to the Teachers:
The teacher’s use of Read Alouds emphasizing Echo Reading (Students repeat text after teacher with the same intonation.) should occur with continued frequency in small and large group settings to create student fluency, rhythm, and understanding of the author’s engagement of the reader using various types of sentence structure. **This activity could serve as a segue into introducing dialogue structures and sentence parts.**