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

Grade: 4
Topic: Using Quotation Marks and the Necessary Punctuation When We Write
Instructional unit: Unit 4, Retracing Our Steps: Where have we been? Where are we now? Where are we going?
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The task: The teacher will read a short pre-written story with dialogue which has been written on a mini-lesson chart for the class. While reading, the teacher will highlight all quotation marks. Different tones of voice should be used when necessary while reading orally to the class. A rule necessary for review is that one should begin every quotation with a capital letter and begin a new paragraph every time the speaker changes.

Next, the teacher will explain that commas may come inside or outside of quotation marks and highlight any examples from the chart.

In conclusion, a discussion with the class concerning quotations serves to expose students to other examples concerning the use of quotation marks (Examples: Titles of television, article, poem, story, and chapter titles). This discussion will also lend for additional terms and vocabulary to be placed on the mini-lesson chart.

In closure, the teacher will ask the students to think about pieces of work they have written in the past and ask the question: “Were the quotation marks placed correctly?”

Students will now work independently examining previously written pieces of work. They will revise their work by adding quotation marks and necessary punctuation to go along with the quotation marks when necessary. They may highlight the corrections as well. A thirty minute time period should be sufficient for students to complete this task.

When completed, students will take turns orally sharing the sentences they corrected. Students will focus on quotation marks and punctuation surrounding the quotation marks, so it will not be necessary to share their entire story.

Let the audience determine if the author is correct or not. The audience may also give suggestions if the reader was not correct. This peer interaction may be very helpful to other students listening as well as the author. Students may go back and continue to revise previous work as well as retain this information for future work.

Differentiation:

* Students may work in pairs. Students may exchange their work with each other, make corrections for their peer, and then give oral feedback
* Working in pairs, students may use any literature book with dialogue and find patterns of quotation mark punctuation.
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* Give students this pattern sheet to help them find quotation mark punctuation in literature books with dialogue.

<table>
<thead>
<tr>
<th>Name of Book____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>“____________________________.”</td>
</tr>
<tr>
<td>________<strong>, “</strong>________________.”</td>
</tr>
<tr>
<td>“____________?” ______________.</td>
</tr>
</tbody>
</table>

I feel comfortable with quotation mark punctuation. ☐
I need more practice with quotation mark punctuation. ☐

* Have students use the same pattern sheet to help them find quotation marks and quotation mark punctuation using their own pieces of finished written work. Remember a change of title may be necessary.

Focus 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. The student:
c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).

Circumstances of the assignment/Notes to the Teachers:
The teacher needs to have an engaging mini-lesson chart completed previous to this lesson. It is important during this lesson that students do not write new stories. Instead, their time and emphasis will be on quotation marks and quotation mark punctuation.
If students have been adding too much dialogue in their stories, this would be an excellent time to address this topic if time allows. Remind the students that too much unnecessary dialogue may get the reader confused and detract from the story. Inserting too much dialogue is also an excellent topic for another mini-lesson if students continue to struggle with this concept.