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

Grade: 4th
Topic: Tall Tales and Conventions
Instructional unit: Unit 5: Connecting the Reading and Writing Processes: Responding to Literature (in reference to Week 2, #1,2,3,4)
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The task: After reading several tall tales orally and discussing the elements of a tall tale, students will brainstorm exaggerations about different animals or people. (A good resource for teaching exaggeration is at http://www.poetryteachers.com/poetclass/lessons/exaggerations.html). The teacher will then model (with the class’ input) how to take one or more of these exaggerations and develop them into a story with certain convention requirements. Example convention requirements could include 1) using all four types of sentences; 2) using the homophones there, they’re, and their and/or two, too, and to; 3) including simple and compound sentences; 4) using commas in a series; 5) using at least five adjectives, nouns, verbs, and/or adverbs in the story. When finished with the story, the teacher will make a copy for each student or put the story on a transparency. Students can then highlight the exaggerations and the convention requirements on their own or in groups.
Finally, students will choose at least one convention requirement and one exaggeration and write their own tall tale about that exaggeration. (The teacher may need to give a choice of story starters for some students.) They will highlight their convention requirements and exaggerations and will share these stories with the rest of the class. The teacher may have the students explain their exaggerations or conventions after they share their story or may have the class identify them as the story is being shared. Differentiation: Students have choices throughout this task. They may choose on what to write; they may choose one or more conventions and exaggerations; they may choose to work alone or in groups; and they may choose how they share their finished stories with the rest of the class.

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
b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).
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).
g. Spells most commonly used homophones correctly (there, they’re, their; two, too, to).
h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).

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.
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**ELA4R3** The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student
f. Identifies the meaning of common idioms and **figurative phrases**.
g. **Identifies playful uses of language** (e.g., puns, jokes, palindromes).

**Circumstances of the assignment/Notes to the Teachers:**
For this task the teacher should have already covered the elements of fiction, narrative writing, and the given conventions. This task is to be used to teach exaggerations and to review the given conventions.