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

Grade: 4th
Topic: Unconventional Use of Conventions in Poetry
Instructional unit: Unit 6: Habits of Effective Readers and Writers of Poetry and Drama (in reference to Week 1, #6)
Contributed By: Denise Taylor, Dr. Cynthia L. Allen-Golden, Terry K. Erbsfield, Christine Parker, Julia D. Brackett, Tracy Gutierrez

The task: The teacher and/or students develop a graphic organizer or a Venn Diagram for comparing the conventions of poetry versus the conventions of fiction/nonfiction. Students are divided into groups of 2 to 4 students. Each group is given a folder with examples of different types of poetry. (Examples may include free verse, haiku, cinquain, concrete poems, found poems, quatrain, etc.) The folder should also include fiction and nonfiction pieces and a list of conventions to compare, including end punctuation, commas, capitalization, subject-verb agreement, sentence structure, and paragraphs (stanzas). Students then use their graphic organizer to chart each difference. This information may then be transferred to chart paper to be shared with the rest of the class. Groups present their chart to the rest of the class for discussion. As groups share, students may add other groups’ ideas to their own graphic organizers.

Differentiation: Students may develop their own graphic organizer or may receive one from the teacher. Groups may also be given choices for their presentations to the class. Each member of the group may choose particular jobs or responsibilities, such as group leader, group speaker, group secretary, etc.

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).

**ELA4LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

**ELA4LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.
When delivering or responding to presentations, the student:
a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
b. Uses notes, multimedia, or other memory aids to structure the presentation.
e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.
Circumstances of the assignment/Notes to the Teachers:
This task would be great to use when first introducing poetry.
Another activity that could be done using the same folders (minus the fiction/nonfiction pieces and the list of conventions) would be for students to compare the different types of poetry using a similar graphic organizer or Venn Diagram. The folders could also be used for assessment of the identification of the different types of poems.