Georgia Performance Standards Framework for ELA Unit 7 – 4th Grade

Grade: 4th
Topic: Conventions-Types of sentences

Instructional unit: Unit 7: Making Choices and Moving Toward Independent Investigation: Applying the Research Process to Authentic, Real-World Projects

The focus of this unit is to get students to evaluate themselves against the standards and complete an authentic “real-world” project that will involve reinforcing connections among the reading standards, writing, speaking, and listening standards, and research projects. (In reference to Week 2 # 4)

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The task: The focus of this unit is to get students to evaluate themselves against the standards and complete an authentic “real-world” project that will involve reinforcing connections among the reading, writing, speaking, and listening standards, and research projects. The teacher will teach mini lessons about the 4 types of sentences before this activity is given to them and include in the mini lessons charts with examples of declarative, interrogative, imperative, and exclamatory sentences so they can be posted for good visual support.

The teacher will take a Reader’s Theater play, make copies of the play, and have the students label the sentences. After labeling declarative, interrogative, imperative, and exclamatory sentences, the students will chose their roles in the play. The students read their particular parts to the play. Then, the students choose a character and write declarative, interrogative, imperative, and exclamatory sentences about the character. Differentiation is a part of this task process. The graphic below will enable some students to work on organization.
Differentiation:

<table>
<thead>
<tr>
<th>Types of sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative.</td>
</tr>
<tr>
<td>Interrogative?</td>
</tr>
<tr>
<td>Exclamatory!</td>
</tr>
<tr>
<td>Imperative. (Demand)</td>
</tr>
</tbody>
</table>

Write 2 sentences for each type.

**Declarative.**
1. ____________________________________________________
2. ____________________________________________________

**Interrogative?**
2. ____________________________________________________

**Exclamatory!**
3. ____________________________________________________
4. ____________________________________________________

**Imperative. Demand**
4. ____________________________________________________

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Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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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

h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).

**ELA4R4** The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student

c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

**ELA4W2** The student demonstrates competence in a variety of genres.

c. Creates an organizing structure.

Circumstances of the assignment/Notes to the Teachers:

References for Reader’s Theater:

1. **Reader’s Theater**: Evan-Moor publisher

2. **Reader’s Theater, Plays and Poems to Read Aloud** by: Caroline Feller Bauer