Georgia Performance Standards Framework for ELA Unit 1 – 5th Grade

Grade: 5
Topic: Conventions – Punctuation Research

Instructional unit: Unit 1 “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”

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The task: The teacher reviews the conventions standard. The teacher invites the class to name unusual punctuation marks they have encountered through reading. The teacher charts them (semi-colon, colon, dashes, commas, ellipses, quotation marks). Once a list of unusual punctuation marks is created, the teacher allows students to sign-up for the punctuation mark they would like to research. Students will work in small groups and use books, newspapers, magazine articles, letters, song lyrics, greeting cards, brochures, movie posters, email, telephone books, sports cards, etc. to find their assigned punctuation mark. In their research, they will gather evidence on how authors used their punctuation mark and will record examples to share. After researching their punctuation marks, students will discuss how it is used and the possible definition of the punctuation mark (they construct their own definition). Once the research is complete, the groups present their findings to the class. Upon completion of whole group discussion, students will record final definitions in their sourcebook for future reference.

Differentiated Instruction:
- No differentiation needed

Modifications/Accommodations:
- Students will use a dictionary to define the various punctuation marks.
- Teacher will give students a specific number of items to use in order to find assigned punctuation mark.
- Students will highlight or circle assigned punctuation mark.

Focus Standard:
ELA5C1 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
f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

Circumstances of the assignment/Notes to the Teachers:
This assignment may take more than one day. Allow students ample time to research fully their punctuation marks and to discuss their findings.