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

Grade: 5
Topic: Conventions: Adjectives
Instructional unit: “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”
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The task: The teacher models how to complete the graphic organizer properly (attached) as follows: Students are instructed to name a familiar person they all know (example: the teacher, principal, etc.). The person’s name is written in the appropriate area on the graphic organizer. The class then brainstorms to determine three adjectives that describe the person; the teacher writes the adjectives in the appropriate areas. (If necessary, students may be encouraged to think about things the person says and/or does. They should then be able to generate adjectives that describe those actions or words.) Next, the teacher asks students to provide evidence about why the adjective accurately describes the person and then to use the adjective in a sentence describing the person. Finally, the teacher will ask students to decide whether or not each adjective describes them personally as well. Students will need to be able to explain why the adjective also describes them or why it does not.

Students will then be given a copy of the graphic organizer. Each student will choose a character from a novel he or she is reading and follow the above procedure to complete the task. Students will share their organizers as well as information about the character they chose. Students who chose the same character will be able to discuss any differences in their adjectives and reasons (supported by evidence from the text). (For example, they may have described the same character at different stages of the story’s development or they may have interpreted his/her actions or words differently.

Differentiated Instruction:
- Student will be given a list of adjectives, and they will describe the meanings through pictures and verbal responses.
- Using the graphic organizer, the student will choose a character and write/draw meanings of that adjective.

Modifications/Accommodations:
- Provide use of a peer helper
- Break task up into smaller segments

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
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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**ELA5R1** 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:
  a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
  f. Identifies and analyzes the author’s use of dialogue and description.
  i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

**ELA5LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
  a. Initiates new topics in addition to responding to adult-initiated topics.
  c. Responds to questions with appropriate information.
  f. Displays appropriate turn-taking behaviors.
  g. Actively solicits another person’s comments or opinions.
  h. Offers own opinion forcefully without domineering.
  i. Responds appropriately to comments and questions.
  j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
  k. Gives reasons in support of opinions expressed.
  l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

**Circumstances of the assignment/Notes to the Teachers:**
Prior to the lesson, the teacher will have the graphic organizer available on an overhead transparency or chart paper. The teacher will model accurate completion of the graphic organizer as well as leading class discussion. Students will complete individual graphic organizers and will then participate in presentation to their peers and a follow up discussion concerning their choices.
Graphic organizer for this task is attached.