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

Grade: 5
Topic: Conventions Self-Check Sheet
Instructional unit: Unit 1 “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”
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The task: Teacher will review the conventions standard and discuss how grammar and conventions affect our writing. The teacher can model reading samples of writing in which proper grammar and conventions are evident and then read samples where grammar and conventions are lacking. Students will revisit their writing and self-assess their use of grammar and conventions using the Conventions Self-Check Sheet to edit their writing available at http://www.readwritethink.org/lesson_images/lesson1005/conventions.pdf.

The Differentiated task:
- Focus on one convention/grammar task for this activity.
  Have students choose/point to the answer based on teacher questions. For example, teacher will read a simple sentence (The brown dog ran.). The teacher will ask student to choose the subject in that sentence.

Modifications/Accommodations:
- Allow conventions check list/rubric for common grammar errors; introduce in smaller segments i.e. working on one grammar rule per week with comprehensive reviews/assessments.
- Allow student to work with a partner
- Teacher conducts small group instruction based on a particular grammar/convention.

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).
b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
c. Uses and identifies verb phrases and verb tenses.
d. Recognizes that a word performs different functions according to its position in the sentence.
e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
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: Teacher will monitor student progress through teacher-student conferences and/or peer conferences.