Georgia Performance Standards Framework for ELA Unit 2 – 5th Grade

Grade: 5
Topic: Conventions: Quotation Marks
Instructional unit: Unit 2 “Communicating My Ideas; Developing Self-Expression in Writing”
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The task:

**Task 1:** The teacher will introduce the concept of direct quotations by eliciting simple statements from students. For example, the teacher might ask: “What are you doing after school today?”; then the teacher will write the student’s response on the board as both an indirect and direct quotation. (Wendy said she has to go to the dentist. Wendy said, “I have to go to the dentist.”) The teacher will explain that the second sentence has marks and will ask the students to tell what they are and what their purpose is. The teacher introduces/discusses the rules for quotation marks and lists them on chart paper. Rules: (1) Quotation marks are placed before and after the speaker’s words; (2) Quotations begin with a capital letter unless they continue a sentence; (3) A comma separates the quotation from the words that tells who was speaking; (4) Periods are placed inside the ending quotations; (5) If the speaker’s words end with a question mark or an exclamation point, it is placed inside the ending quotation marks. Students can practice using dialogue conventions by rewriting comic strips. The teacher will provide students with several examples of simple comic strips that include speech balloons (white-out dialogue in speech balloons before giving them to students). The teacher will explain that comics words inside the speech balloon represent a direct quote and then have students create their own comic strip by placing dialogue in the speech balloons.

**The Differentiated task:**
- Have students complete the Speaker Tag Template instead of the comic strip

**Modifications/Accommodations:**
- Peer helper
- Provide a comic template

**Task 2:** Invite students to become a reporter. Have them interview each other about a variety of topics (favorite sports, favorite foods, etc.). Have them write an article based on their interview using at least 2 direct quotes. Another option would be to tape their interviews; then students can choose the quotes they wish to transcribe.

**The Differentiated task:**
- From the interview questions, students can choose 3 quotes and record the sentences correctly as a direct quote. (This will show if the student understands the use of quotation marks when recording/reading a direct quote).
- Orally, students can identify a direct quote and the speaker given by teacher. For example, What is the direct quote of the sentence, “I want something to drink,” said Joshua. The student then has to give the answer to the teacher.
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- When looking a direct quote, the teacher can ask, “Who said…?” or “What did Joshua say?” The student will have to write/say the correct answer?

Modifications/Accommodations:
- Peer helper
- Provide a list of interview questions

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: Post the quotations mark rules for future reference.