Georgia Performance Standards Framework for ELA Unit 3 – 5th Grade

Grade: 5
Topic: Conventions – Sentence Structure
Instructional unit: Unit 3, “Communicating about Our World through Informational Writing”
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The task: Teacher will do the following:
Review sentence structure (simple, complex, compound, compound-complex). Have students circle or highlight all words at the beginning of each sentence in their writing (can be any piece of writing they are drafting). Have them take a tally of how many times they used a word to begin a sentence to see how many words are repeated (the teacher may also model this with sample writings). Share examples of varied sentence beginnings pointing out that sentence beginnings should not be repeated continuously throughout the writing (then, and, etc.) Have students revise their sentence beginnings. (Students can use a thesaurus to gather ideas). Students can share the revisions they made with the class or in small group.

Differentiated Instruction:
- Teacher will review with students how to use a thesaurus. Teacher will give students various words in order to find synonyms and antonyms. (Students will use a dictionary.)

Modifications/Accommodations:
- Once students complete the assignment (circling beginning words from previous writings), the teacher will generate a graph of all the students’ words for other students to see how many times each word has been used.
- Teacher will give students specific writings to work from rather than let them choose.

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.