The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 4 – 5th Grade

Grade: 5
Topic: Writing – Forming Paragraphs
Instructional unit: Unit 4 “It’s a Matter of Opinion”
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The task: The teacher will show the students a piece of writing that is not broken into paragraphs and then read the sample orally, demonstrating how it can be difficult to read because there are no paragraphs to organize the writing. The teacher will explain that paragraphs are tools that break writing into readable units. The teacher will guide students through the example marking (using the correct revision symbol for paragraph indentions ¶) where each new paragraph should begin. A student will read the corrected version. The teacher will then explain to students that there are rules to help remind writers when to begin a new paragraph: Paragraph Rules for Narrative Writing: (1) Always indent the first sentence in a beginning paragraph; (2) Indent each time a new person is speaking; (3) Indent each time you have a new place; (4) Indent each time you have a new period of time; (5) Indent whenever you have a new plot event; (6) Indent each time you have a new point of view. The teacher should explain to students that planning carefully during the pre-writing stage helps organize their ideas before they begin drafting. It is also important to stress the fact that a piece of writing must have an organizational plan in order to put it into paragraphs. Students will practice identifying paragraphs during the daily Read-Aloud. Students can also practice identifying paragraphs during independent reading. Have students practice applying the paragraph rules by revisiting their writing and revising the paragraph structure as needed.

Differentiating Instruction:

- Students will practice with partners reading passages without pausing at the end of each paragraph. This will be used to show students another example of how difficult it may be to read and/or understand.
- Students will look at a previous partners’ writing and break it into paragraphs. Once complete, class will read orally the changes they made.

Modifications/Accommodations:

- Teacher will spend time on each rule to ensure student understanding.
- Teacher will post rules for students to use as a guide.

Focus Standard:

ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
b. Writes texts of a length appropriate to address the topic or tell the story.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
d. Uses appropriate structures to ensure coherence (e.g., transition elements).
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ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a narrative that
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
c. Creates an organizing structure.
d. Includes sensory details and concrete language to develop plot and character.
e. Excludes extraneous details and inconsistencies.
f. Develops complex characters through actions describing the motivation of characters and character conversation.
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.