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

Grade: 5
Topic: Responding to Literature – Graffiti Boards
Instructional unit: Unit 5, “Responding to Literature: Responding to What We Read”
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The task: Prior to the lesson, the teacher will give each student a piece of chart paper, drawing paper, etc. and colored markers. (In addition, the teacher may line the wall with large sheets of butcher or chart paper.) Then the teacher will ask students if they are familiar with graffiti. The teacher will explain that graffiti comes from an Italian word meaning to scratch or write. The students will receive instruction that today as they are listening to a reading selection, they will write graffiti on the paper to show their understanding of the text. The teacher will read a story to the class. As the teacher reads, students should write any words, phrases, symbols, sketches, or whatever comes to mind. (The teacher may need to read a book that is familiar to the students because it is difficult for some to listen and do this activity at the same time). The teacher must reassure them that there are no correct answers, just ideas that the student can explain to other readers. They will share their graffiti with the class once they are complete. (The graffiti may be stored in their response logs, displayed on the walls, or transferred onto the large wall chart).

Differentiating Instruction:
- None Needed

Modifications/Accommodations:
- Teacher will draw an example of graffiti on the board or chart paper.
- Teacher will show students pictures (magazines, etc.) of graffiti to use as examples.
- Class will discuss words, phrases, and/or ideas thought of as they listened to the story. The teacher will take their words, phrases, and/or ideas and post them on a chart. Students can use the chart as a guide while creating their graffiti.

Focus Standard:
ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a response to literature that
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Advances a judgment that is interpretive, evaluative, or reflective.
c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
e. Excludes extraneous details and inappropriate information.
f. Provides a sense of closure to the writing.
g. Lifts the level of language using appropriate strategies including word choice.
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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.

b. Relates a literary work to information about its setting (historically or culturally).

c. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.

d. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.

e. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

Circumstances of the assignment/Notes to the Teachers: The idea is for students to understand that there is no right or wrong way to respond to literature. In this activity students are sharing their ideas and thoughts. Remind them that teachers do not have the “right” answers when it comes to responding to literature.