Georgia Performance Standards Framework for ELA Unit 7 – 5th Grade

Grade: 5
Topic: Commas
Instructional unit: Unit 7 “Acting Up: Drama”
Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: The teacher will tell the students that commas are used to pace the reading and to help the reader understand ideas more clearly. The teacher will display a chart entitled “What Do Commas Do?” and discuss the following:

1. Commas separate clauses in a sentence. (The students cheered, which made the principal smile.)
2. Commas separate items in a series. (I mowed the grass, watered the flowers, and swept the porch.)
3. Commas separate a city from a state. (Atlanta, Georgia)
4. Commas separate a direct quotation from the speaker. (She said, “I will go first.”)
5. Commas separate the month and day from the year when writing the date. (June 8, 2007)
6. Commas set apart appositives – descriptive phrases that modify a noun. (Wendy, the class secretary, will read the minutes.)

Have students locate an example of each of the above in printed material (newspapers, magazines, textbooks, posters, food containers, etc). Students can also list the rules for using commas in their sourcebooks and write examples of each.

Differentiated Instruction:

- None needed

Modifications/Accommodations:

- None needed

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

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).

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

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 rules for using commas for future reference.