Georgia Performance Standards Framework for ELA Unit 8 – 5th Grade

Grade: 5  
Topic: Pronouns  
Instructional unit: Unit 8 “Imagine That! The Personal Narrative from My Point of View”  
Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task:  
Task 1: The teacher will tell students that a pronoun is a word that is used in place of a noun. Personal pronouns (pronouns that name people or things) are the most common. A display of personal pronouns will be used to enhance the lesson. The teacher will explain to students that personal pronouns can be singular (I, me, he, she, him, her, it) or plural (we, us, you, they, them). Pronouns can make sentences simpler and help avoid repetition by replacing the noun. The teacher will introduce pronouns by inviting students to describe something he/she did last night and will write the responses on the board using a complete sentence. The teacher will underline any pronouns the students used, pointing out the pronoun and explaining that it is a word that replaces a noun. In the discussion, the teacher will show how the pronouns make the sentences simpler and less repetitive. A good technique is to illustrate this point by rewriting the sentences using no pronouns. Students will discuss which description sounds better.  
Task 2: Next, the teacher will provide students with examples of different kinds of pronouns and help them distinguish between singular, plural, and possessive forms.

Differentiated Instruction:  
- None needed

Modifications/Accommodations:  
- Have content read to the student  
- Allow teacher immediate feedback and monitoring of comprehension

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).  
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.