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

Grade: 5
Topic: Proofreading

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: The teacher will explain to students that proofreading is a critical task for all writers. Writers must check their work for mistakes in order to keep their meaning clear. Writers proofread for mistakes in capitalization, punctuation and spelling. Students will receive a rough draft which has mistakes in capitalization, punctuation and spelling. The teacher will ask students what they notice about the writing and ask them if it is difficult to read. After the discussion, the teacher will explain that it is important to proofread and correct errors because errors are distracting; therefore, the reader cannot concentrate on the meaning. (If there are no errors, readers can concentrate on the meaning of the words.) The teacher will work with the class to proofread and correct the rough draft. (Discuss important proofreading strategies and basic marks/symbols used by professional editors when they are proofreading a piece of writing. Ex. caret means to insert, triple underline means to capitalize, etc.)

Task 2: Proofreading Relay- Write a sentence which contains errors in capitalization, punctuation and spelling. Several students will form a line in front of the sentence. The first student will take a piece of chalk or marker and find and correct one error in the sentence. That student then gives the chalk or marker to the next person who finds and corrects one more error. This process continues until the class confirms the sentence has been completely corrected.

Differentiated Instruction:
- Have students focus on one proofreading task (capitalization, punctuation, etc.)

Modifications/Accommodations:
- Have content read to the student
- Allow teacher feedback and monitoring of task
- Provide a check sheet
- Conduct small group lessons

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.

ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student
c. Edits to correct errors in spelling, punctuation, etc.
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