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

Grade: 7th
Topic: A Simple Task Made Complex – Types of Sentences
Instructional unit: Unit 5 - Review of Writing Genres
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The task:

1. After initial instruction on the types of sentences and punctuation of compound and complex sentences using commas and semi-colons, the students will be asked to compose sentences that meet the following requirements:
   a. Sentences must be of varying type (simple, compound, complex, compound-complex).
   b. Additionally, students will be asked to write both punctuated and non-punctuated versions of the sentences.

2. The teacher will compile the non-punctuated sentences and hand them back in miscellaneous order for students to correct (using commas and semi-colons). They should identify the sentences as simple, compound, complex, or compound-complex. The teacher may also use sentences from students’ earlier writings and compositions to supplement the above assignments. Once the sentences are completed, the teacher should go over the answers with students.

3. The teacher will then divide the class into four groups (simple) (compound) (complex) and (compound-complex). The students in each group should take their set of corrected sentences and revise them so that all the sentences on the sheets are the same type of sentence. To clarify, the simple group should have all simple sentences, the compound group should have all compound sentences, the complex group all complex sentences, and the compound-complex groups all compound-complex sentences.

4. As a culminating activity, groups arrange their sentences and add other sentences, forming a narrative “story” composed entirely of one type of sentence. A narrator from each group will read the make-shift “story” to the class while the other students act out the sentences. For example, the narrator of the simple sentence group stands and reads the group narrative to the class. While the simple sentence group narrator is reading, the other students in the simple sentence group will act out what was read.

Differentiation:
- Lower performing students may need to be placed in the simple or compound group, while higher performing students may need to be placed in the compound-complex group.
Focus Standards:
ELA7C1: 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. Identifies and writes simple, compound, complex and compound-complex sentences correctly, punctuating properly, avoiding fragments and run-ons, adding or deleting modifiers, combining or revising sentences.

f. Demonstrates appropriate comma and semi-colon usage (compound, complex, and compound-complex sentences, and split dialogue.)

Circumstances of the Assignment/Notes to the Teachers:

- Other writing genres can be utilized with this task. The requirement can be changed from types of sentences to writing genres.
- The group names could also be changed from *types of sentence groups* (simple, compound, complex) to *types of writing groups* (narrative, expository, persuasive, and technical).
- As a culminating activity applied to writing genres, the students could work as a group on short essays or narratives and present them to the class as a group.