Georgia Performance Standards Framework for English Language Arts-Grade 3

Instructional/Learning Activity Task Template:

Overview

Unit Title: Narrative

Annotation:
This instructional task focuses upon the use of a narrative text to support the acquisition and understanding of conventions. The included learning activities emphasize capitalization and punctuation skills in support of the Georgia Performance Standard, ELA3C1.

This instructional task is based upon the suggested picture book John Philip Duck by Patricia Polacco, however, other high quality picture books could be substituted as well. Teacher read-alouds should be carefully chosen. The read-alouds should have themes that reflect the lives of students. Chosen read-alouds may be at a reading level higher than the students’ instructional level so as to expose children to a more complex story structure. Through the use of such read-alouds, the teacher will help broaden and deepen the students' vocabulary knowledge and awareness of the characteristics of narrative texts.

Activities contained as components of this instructional task include the reading of the above-mentioned text, the creation of a punctuation and capitalization Editor’s Checklist, instructional games such as the Punctuation and Capitalization Scavenger Hunt, guided practice, and the creation of student-generated products to demonstrate understanding of capitalization and punctuation.

Grade, Subject, Topic, Author(s):
3rd Grade, Narrative, Capitalization and Punctuation
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher:
Each session of this instructional task will take approximately 45 minutes. These sessions have been identified as “Mini-tasks.” Content should be taught over a series of days, most likely 4 separate class periods.

It may be beneficial for the teacher to have an auditory cue, such as a train whistle or a bell, to aid in class transitions for this instructional task. This will assist with organization, noise control, and classroom clean-up.
Standards

Focus Standard/Element(s):
ELA3C1-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:
m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks.)

Complementary Standard/Element(s):
ELA3R3-The student uses a variety of strategies to gain meaning from grade-level text. The student:
a. Reads a variety of texts for information and pleasure.
i. Makes connections between texts and/or personal experiences.
ELA3W1-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:
g. Begins to develop characters through action and dialogue.
m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
b. Recalls, interprets, and summarizes information presented orally.
d. Listens to and views a variety of media to acquire information.

Learning Goals

Essential Question(s):
• What are rules that govern correct punctuation choices?
• What are rules that govern correct capitalization choices?
• How can the use of correct punctuation and capitalization in my writing better engage my readers?
• How can a broader understanding of capitalization and punctuation rules enable me to become a more fluent reader with better comprehension?

Knowledge:
• Rules for correct punctuation usage.
• Rules for correct capitalization usage.
• Ability to identify examples of correct punctuation and capitalization within a narrative piece.
• Ability to produce samples of correct punctuation and capitalization in a narrative piece.
• Characteristics of narrative writing.
• An understanding that narrative writing can serve a variety of purposes, including telling a story, communicating real or imagined experiences, and expressing ideas in a chronological sequence.
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Skills:
The student will:
● Determine rules for correct punctuation usage.
● Determine rules for correct capitalization usage.
● Identify examples of correct punctuation and capitalization use from a provided text.
● Produce a high-quality, narrative piece that demonstrates correct use of punctuation and capitalization.
● Distinguish the characteristics of narrative writing.
● Demonstrate narrative writing that serves a variety of purposes, including telling a story, communicating real or imagined experiences, and expressing ideas in a chronological sequence.

Balanced Assessment for Task

Assessment Method/Type:
Teacher Observation:
● For example, teachers will monitor and facilitate student use of capitalization and punctuation within a narrative piece—Teacher Punctuation/Capitalization Checklist.

Student-Generated Products:
● Specifically, Identification of Correct Capitalization in the Text, Capitalization and Punctuation Scavenger Hunt, “My Visit to the Hotel” Narratives, Peer Editor Checklist.

Description/Directions for Assessment:
● Editor’s Checklists (Punctuation and Capitalization)—Along with multiple student products and ongoing teacher observation, students should also be encouraged to monitor their own progress and level of understanding. The attached checklists may be used by teachers and students in an effort for the teacher to monitor student understanding and for students to use when peer editing for their classmates, as well as when evaluating their own writing for their personal narratives entitled, “My Visit to the Hotel.” (See attachments.)

● Identification of Capitalization in the Text—During Mini-task 2/Day 2, students will use passages from the suggested text to identify examples of learned capitalization rules. (See attached Identification of Correct Capitalization in the Text.)

● Capitalization and Punctuation Scavenger Hunt—Each student will be provided a high-quality narrative picture book, as well as a scavenger hunt handout. Students will use their knowledge of the punctuation and capitalization rules taught in class to identify examples of various punctuation and capitalization usage. Scavenger hunt items vary in value, and in order to complete the activity, students need to find and provide examples of correct punctuation and capitalization that total a minimum of 100 points. (See Capitalization and Punctuation Scavenger Hunt Template.)
Student Work Samples (optional): N/A

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:
(This instructional task has been divided into 4 mini-tasks below. Each instructional session will take approximately 45 minutes and will guide the instructor in the teaching of ELA3C1 within the Narrative English Language Arts Unit. In addition, a Mini-task 5 may be added if teachers wish for students to publish their personal narratives, completing final drafts in accordance with element ELA3W1n. Mini-tasks 1-4 will focus on punctuation and capitalization rules and the editing process.)

Mini-task 1 (Day 1—30-45 minutes)
Opening
The teacher will begin with a text opener. Students will be asked to describe a special talent that they have. Students should think, then pair and share their responses to this question. In this manner teachers encourage children to make text-to-self connections with the book under study.

Worktime
After sharing time, the teacher will introduce students to the picture book, John Philip Duck by Patricia Polacco. In this book a young boy in Memphis trains ducks to have a starring role in the show of the lobby of the Peabody Hotel. (This is the suggested text, however another quality picture book may be substituted as well.) The teacher will remind students that this is a narrative text—an account of events with a complex story structure that includes setting and characters. The teacher will then read the story orally to the students. While enjoying the story, students are encouraged to listen for dialogue between characters. (See also attached Peabody Hotel Background Information Power Point.)

Closing
At the conclusion of the story, examples of dialogue will be recorded on a class chart. (See attached Duck Dialogue Chart.) Closing discussion questions may be posed, such as “What similarities do you notice in these quotations?” Sample answers might include quotation marks, commas, periods, etc. The teacher will proceed to explain that over the next few days the class will be introduced to rules for both capitalization and punctuation usage, based upon the suggested text.

Mini-task 2 (Day 2—30-45 minutes)
Opening
The teacher should begin by reviewing the suggested text from yesterday, as well as the class list of dialogue examples. This may be done by taking a “Book Walk,” in which the teacher reviews the illustrations with students, and students then summarize story events.

Worktime
The teacher should then explain to students that capitalization rules are crucial in both writing and editing narratives. Students will be asked to generate a list of what they already know about using capital letters, activating their prior knowledge. The teacher should offer additional information, particularly emphasizing rules with which students may be less familiar. Information may then be streamlined into a class reference list for capitalization. (See attached Class Capitalization Chart.)

Upon completion of this activity, the teacher will divide students into partners and distribute passages from the suggested text, John Philip Duck by Patricia Polacco. (See attached Identification of Correct
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Capitalization in the Text.)  Students will use highlighters to mark examples of correct capitalization usage.  Students should use pencils to also write which rule from the Class Capitalization Chart applies to each marked word or letter.

Closing
In closing students will be asked to share 3 examples of good capitalization they have discovered. Capitalization rules will be reviewed as well. Closing discussion questions might include, “Why is correct capitalization important for the reader? For the writer?”

Mini-task 3 (Day 3—30-45 minutes)
Opening
Today’s session will focus on punctuation, along with capitalization. The lesson should begin with a review of yesterday’s discussion of capitalization and also a review of the class capitalization chart.

Worktime
The teacher should then explain to students that punctuation rules are also crucial in both writing and editing narratives. Students will be asked to generate a list of what they already know about using punctuation marks, activating their prior knowledge. The teacher should offer additional information, particularly emphasizing rules with which students may be less familiar. Information may then be streamlined into a class reference list for punctuation. (See attached Class Punctuation Chart.) The teacher will demonstrate the importance of punctuation by reading passages from the suggested text, with and without punctuation pauses.

The teacher will distribute various other picture books to the students. He/she may select other narratives by Patricia Polacco, or choose other high quality picture books for this activity. Using the attached Punctuation and Capitalization Scavenger Hunt, students will use their knowledge of the punctuation and capitalization rules taught in class to identify examples of various punctuation and capitalization usage. Scavenger hunt items vary in value, and in order to complete the activity, students need to find and provide examples of punctuation and capitalization that total a minimum of 100 points.

Closing
In closing, students will be asked to share 3 examples of good punctuation and/or capitalization they have discovered. Punctuation and capitalization rules will be reviewed as well. Closing discussion questions might include, “How do capitalization and punctuation affect each other? Are they both equally important to the writer? To the reader?”

Mini-task 4 (Day 4—45-60 minutes)
Opening
The lesson should begin with a review of the class punctuation and capitalization charts. The teacher should explain to students that today they will be putting all that they have learned about capitalization and punctuation into practice. The lesson will also begin with a rereading of the suggested text.

Worktime
Students are encouraged to write their own narratives about a trip of their own to a hotel, referring to the class punctuation and capitalization charts generated in sessions 1 through 3. (Examples of these charts are included as attachments.) Upon completion of their own narratives, students will work as peer editors to check the punctuation and capitalization of other classroom authors, using the provided Peer Editor’s Checklist.
Closing
Students may share their narrative writings during a classroom Author’s Chair celebration. The teacher should also review the class charts and display them in the classroom for ongoing use.

***Mini-task 5 may be added if teachers wish for students to publish their personal narratives, completing final drafts in accordance with element ELA3W1n. Mini-tasks 1-4 will focus on punctuation and capitalization rules and the editing process.***

Resources, Materials, and Equipment:

Materials and Equipment:
- Suggested Text, John Philip Duck by Patricia Polacco, or another high-quality picture book containing examples for use with punctuation and capitalization instruction.
- Additional high-quality picture books containing examples for use with punctuation and capitalization instruction and the attached scavenger hunt.
- Highlighters
- Teacher prepared passages from the suggested text
- Paper
- Pencils
- Classroom computer(s)
- Editor’s Checklist(s)
- Classroom Punctuation and Capitalization Reference Charts

Resources:
The following web sites are very useful and may be used throughout the course of this study.
- [http://www.peabodymemphis.com/home.cfm](http://www.peabodymemphis.com/home.cfm) (The official web site of the Peabody Hotel.)
- [http://grammar.ccc.commnet.edu/GRAMMAR/cgi-shl/par_numberless_quiz.pl/caps_quiz.htm](http://grammar.ccc.commnet.edu/GRAMMAR/cgi-shl/par_numberless_quiz.pl/caps_quiz.htm) (Online exercises for capitalization.)
- [http://www.quia.com/jg/3522.html](http://www.quia.com/jg/3522.html) (Capitalization matching game.)
Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:
- Students may work in small groups with the teacher for additional instruction about rules for capitalization and punctuation. Teachers may assist students in using construction paper and markers to make a reminder bookmark. This bookmark will serve as a quick reference for students about the important punctuation and capitalization rules covered in class.
- Teachers may introduce students to the capitalization song by Joe Crone in order to reaffirm the rules for capitalization. Song and lyrics may be found at [http://www.songsforteaching.com/geometryparkusa/capitalization.htm](http://www.songsforteaching.com/geometryparkusa/capitalization.htm).
- Students may continue to have guided small group practice using highlighters and alternative Polacco texts to identify good models of punctuation and capitalization usage.

Enrichment/Extensions:
- Students may create a brochure advertising the Peabody Hotel in Memphis. Brochures should use clever advertising techniques in order to convince travelers that the Peabody is a great place to visit! Information about other Memphis, Tennessee tourist attractions may be included in the brochure as well.
- Students may use poster board and dice templates to design a board game which creatively incorporates capitalization rules into gameplay.
- Students may write a song about a particular punctuation mark, such as “Ode to a Comma” or “Battle Hymn of the Quotation Mark.” Song lyrics should incorporate rules for that punctuation mark’s usage in a sentence or passage. Creativity is critical!
Class Capitalization Chart

Below is a sample capitalization chart. Teachers might also choose to include the addition of rule(s) number 6 and 7, if needed for student reference:

6. Capitalization of the personal I.
   Example—I walked to school today.

7. First letter of a sentence
   Example—Sue is a nice girl.
Class Punctuation Chart

Below is a sample punctuation chart. Teachers might also choose to add additional information, if needed.

![Punctuation Chart Image]
Sample Duck Dialogue Chart from Suggested Text, “John Philip Duck” by Patricia Polacco

Student-generated Dialogue Examples

Highlighted Punctuation and Capitalization
Sample Passage 1

Edward was a sweet boy who lived with his family on a small farm just outside Memphis in the foothills of Tennessee. Times were hard. There was a depression on and money was hard to come by. Even though Edward was just a lad, he and his father worked at the same hotel in Memphis. During the work week they stayed at the hotel, but on the weekends they both went home.

Sample Passage 2

That night at dinner, Edward got the duckling to eat right out of his hand. “Usually when they are this little, they don’t survive,” Edward’s ma said. “If I can make this little critter well, can I keep him, ma?” Edward pleaded. “This little creature will take constant care, and what will he do while you are gone all week at the hotel?” Pa said. Edward thought for a moment. “Can’t we take him with us, Pa?”

Sample Passage 3

Edward tapped out a pattern and the little duck hopped right onto the lobby fountain. He did one or two tricks right where Edward tapped his stick. Then he tapped again and the little duck hopped out of the fountain and down the hall.

“Amazing!” everyone exclaimed.

“He marches as proper as John Philip Sousa himself,” someone said.

Edward stopped. “That’s it! That’ll be his name: John Philip Duck.” Everyone laughed.

Sample Passage 4

It was Friday afternoon at three. Mr. Schutt and many hotel guests were already seated in the library waiting. Edward was very nervous. He took the elevator up to get the ducks. John Philip led them all down as usual. They marched into the elevator as usual. Those twelve floors seemed to take forever.