

GR 5 Schoolwide Unit 3 (Memoir)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **Jan. -Feb.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Memoir

Essential Question: How do authors use their own life experiences, interests, and observations to generate ideas for memoir writing?

Standards

Language Domain

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| ELA.L.WF.5.2 | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |
| ELA.L.KL.5.1 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.L.KL.5.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.L.KL.5.1.B | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| ELA.L.KL.5.1.C | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| ELA.L.VL.5.2 | Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| ELA.L.VL.5.2.A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| ELA.L.VI.5.3 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.L.VI.5.3.A | Interpret figurative language, including similes and metaphors, in context. |
| ELA.L.VI.5.3.B | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| ELA.L.VI.5.3.C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

Writing Domain

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| ELA.W.NW.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| ELA.W.NW.5.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| ELA.W.NW.5.3.B | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| ELA.W.NW.5.3.C | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| ELA.W.NW.5.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| ELA.W.NW.5.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| ELA.W.WP.5.4 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| ELA.W.WP.5.4.A | Consider audience, purpose, and intent before writing. |
| ELA.W.WP.5.4.B | Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. |
| ELA.W.WP.5.4.C | Consider writing as a process, including self-evaluation, revision and editing. |
| ELA.W.WP.5.4.D | With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. |
| ELA.W.WP.5.4.E | After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. |
| ELA.W.RW.5.7 | Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

Speaking and Listening

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| ELA.SL.PE.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| ELA.SL.PE.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| ELA.SL.PE.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| ELA.SL.PE.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| ELA.SL.PE.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| ELA.SL.II.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| ELA.SL.ES.5.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| ELA.SL.PI.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| ELA.SL.UM.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies Connections: Storytelling

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Growth Mindset, Seeking Challenges, Purpose, Grit, Wonder

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

