

# Fundamentals - Writing Memoir

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **6 weeks**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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Teaching memoir as a genre in writing workshop is an exciting endeavor for you and your students as you work together to live a writer's life. Memoirs are narratives that usually focus on a significant time, place, and event in the writer's life (unlike a biography, which is usually the story of a person's whole life). A memoir can be told in retrospect but is almost always told in the first person. Memoirs are often written to record a memorable experience that the writer can refer to and reflect on. These meaningful stories are very descriptive and are often filled with emotion and a sense of reflection.

The immersion phase will introduce students to what memoir is all about, how memoir writers think, how they work, the kinds of stories they create, and decisions they make about content, organization, language, illustrations, and more. The mentor texts in this unit, which are read aloud and discussed during immersion and then returned to for specific mini-lessons within the unit, will serve as inspiration and models for student writing and open up a new world of memoir writing for your students—a world in which they understand and appreciate the stories that make up who we are.

## Transfer

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Define and develop an appreciation of memoir writing;
- Engage effectively in collaborative discussions about the content and purpose of the memoirs they read and write;
- Identify how authors use their own life experiences, interests, and observations of the world to generate ideas for memoir writing;
- Identify the similarities and differences among cultures, experiences, emotions, and ideas as conveyed through memoir;
- Discover the features of memoir writing, such as reflection, use of memories, and sharpening of focus to a brief period of time;
- Examine illustrations and notice how authors develop memoirs with illustrations;
- Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences;
- Introduce characters and/or a narrator and organize an event sequence that unfolds naturally;
- Use dialogue to enhance readers' understanding of the characters;
- Use concrete words and sensory details to convey experiences and events precisely;
- Provide a conclusion that follows from narrated experiences or events and includes an element of reflection;
- Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; and
- Publish memoirs by applying what they have learned to their own writing process.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

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## Meaning

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### Understandings

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?

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### Essential Questions

Students will keep considering...

- What thought provoking questions will foster inquiry, meaning making and transfer?
- Make connections with each text and across texts. Are there common themes or topics memoir writers focus on? Do any of the stories remind you of your own memories or experiences?
- Consider the pacing of each story. How much time passes from beginning to end? What parts of the story does the author slow down? Speed up? Why?
- Notice the sequential organization of each memoir and the use of transition words that show movement through time and manage the sequence of events. How does each author end his or her story?
- Think about the purpose behind each memoir. What does the author want readers to think, feel, or know? What is author's big idea or message?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know the elements of a Memoir and write a memoir piece based on their own personal experience

### **Students will be skilled at...**

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Students will be skilled at...

- Purpose/Meaning for writing
- Text and Genre Features/Structure of writing
- Craft/Style
- Metacognition
- Drafting/Organization,
- Revision
- Editing
- Conventions and Grammar
- Publishing

## **Academic Vocabulary**

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**Instructional Vocabulary:** The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

advice	geographical	
affected	image	
appealing	impact	
audience	intention	
behind-the-scenes	internal dialogue	
capitalize	internal thinking	
captivate	inviting	
catch someone's attention	logical order	selecting
cause and effect	meaningful	self-reflection
characters	memoir	sensory details
chronological	memoirist	sequence of events
collecting	mentor author	sequential order
conclusion	metaphor	setting
concrete	narrative structure	simile
words/phrases	narrative techniques	story pacing
connected/connections	narratives	storytelling
consequences	narrator	structure
cultures	nouns	summarize
curious	organize	theme
description	orient	traditions
descriptive details	pace	transition
detailed	pattern	words/phrases
dialogue	physical descriptions	visual
drafting	precise	voice
editing	publishing	writing process
emotive	purpose	
emphasis	reflecting/reflection	
evaluating	reflective ending	
exception	relationship	
freewriting	relevant details	
generating ide	research	
	revising	
	role(s)	

**Tier 2 and 3 Vocabulary - Mentor Texts**

				<b>Family Pictures/Cuadros</b>					<b>When I Was Your Age</b>
	<b>19 Varieties of Gazelle:</b>		<b>Childhoods:</b>	<b>de familia</b>	<b>Home</b>				
<b>Mentor Text</b>	<b>"The Grieving Ring"</b>	<b>Bigmama's</b>	<b>The Chalk Doll</b>	<b>"Hot Rolls"</b>	<b>"The Attic Game"</b>	<b>Letting Swift River Go</b>	<b>My Rotten Redheaded Older Brother</b>	<b>Sitti's Secrets</b>	<b>Introduction</b>
	<b>"Red Brocade"</b>			<b>"Learning the Hard Way"</b>	<b>"Closet"</b>				<b>"Everything Will Be OK"</b>
	<b>"Spark"</b>			<b>"The Fair in Reynosa"</b>	<b>"Comfortable Old Chair"</b>				
				<b>"Hammerhead Shark"</b>	<b>"Elevator"</b>				
				<b>"Mam"</b>	<b>"Grandma"</b>				

“Steps”  
 “Things  
 Don’t Stop”  
 “The  
 Tray”  
 “The  
 Words Under  
 the Words”

a  
 Sewing  
 “Healer”  
 “Making  
 Tamales”  
 “Mary and  
 Joseph  
 Seeking  
 Shelter at  
 the Inn”  
 “Picking  
 Nopal Cactus  
 ”  
 “Quinceañera”  
 “Rabbit”  
 s  
 Kitchen  
 Table”  
 “House  
 of Flowers”  
 “The  
 Lightwell”  
 “My Bed”  
 “The Refri  
 gerator”  
 “Stoops”  
 “Under the  
 Back Porch  
 ”  
 “Under the  
 Bed”  
 “The  
 Window”

bruised  
 grieving

armor  
 brocade  
 claimed

curiously  
 gypsies

barrel  
 currency  
 dangling  
 glistening  
 conductor  
 pulp  
 pump  
 roosted

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 prescription  
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 overalls  
 attendants  
 debt  
 escorts  
 mass

bazaar  
 brocade  
 crouch  
 heaped  
 ingots  
 tread  
 looming  
 pearl  
 translucent

brood in  
 den  
 outlandish  
 lair  
 plot in  
 scheme

crouch  
 project

creek  
 hollow  
 sturdy

drumming  
 dwellers  
 embrace  
 fragile  
 shelter  
 fragrant

blackto  
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 sacred  
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 misery  
 pitiful  
 scrawny  
 sissy

orchard  
shrines  
wound

luminous  
  
aromas  
banquet  
comedies  
dramas  
exclamation  
s  
fragments  
mingles  
shuffling  
simmering  
tenants

explorer  
lair

belting  
compartment  
croon  
hamming  
jamming  
jazz  
romping  
slinking  
snaking  
stomping  
symphony  
vibration

holler  
scoot  
stoop

damp  
moss  
slats  
stories

genies

hollow  
loving

falafel

cakewalk

dental floss

Tier 3	Arabs	coop	chalk	half-	piñata	Open,	bass	babushk	Arabic	atheism
	Greece	kerosene	doll	basted	tacos	Sesame!	Boston	a	habibi	Catholici
	hillocks	outhouse	mang	pin		angel food	caisson	puckers	lentils	sm
	Arabic	pig pen	o	cushio	Reynosa,	cake	s	rhubarb	mish-	character
		record	seams	n	Mexico		eiderdo	Union	mish	s
			tress	raw-			wns	City, Mi	Sitti	heroin

New World	player Sears Roebuck catalogs	taffeta edged	Gulf of Mexico	West Virginia	mason jars mumbl ety-peg perch trout willow woodpeckers	chigan	phonographs plot socialist tone World War II
Hawaiian Honolulu Palestina n	sugar cane wigglers		hammerhead shark	sparrows	Chinatown		
			Padre Island	lightwell solitaire studio apartment			beagle burrs pheasant pus venison
			curandera		Frigidaire Ole geezer penthouse		
			rue plant		double Dutch hopscotch jacks		
			cornmeal dough tamales				
			Joseph Mary Las Posadas				
			chili powder mesquite tree Nopal Cactus nopalitos parboil		galaxy Mount Everest time machine two-headed serpents Vikings		
			low-rider car quinceañera				
			jacks tortillas				
			dental floss				
			Open, Sesame!				

## Learning Goal 1

Students will understand the elements of a Memoir, how authors write about life experiences, and

why those experiences are important to the individual writer.

## **Immersion IRA Day 1 Target: What Is Memoir?**

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Build excitement for this unit and for the journey of learning about memoir.

- Students will begin to explore and understand the purposes and features of memoir writing as they preview the mentor texts and closely read *Bigmama's* by Donald Crews.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Accomodations and Modifications**

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Translate the word "memory" into the students' native language to stress the understanding of what memoir is. Seeing and hearing the word in other languages will bring home the point that although we are from different backgrounds, we will find that our memories have much in common.

Guide students through the gallery of memoir book covers:

- Look carefully at each memoir cover.
- Think about what the title is telling us about the story inside. Who or what will the story be about?
- Think about what the illustration or photograph is telling us about the story inside. Where and/or when

will the story take place?

Meet with small groups to reinforce important writing skills.

## **Formative Assessment Opportunities**

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My Favorite Memories PDF

[https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching\\_resources/843.pdf](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/843.pdf)

## **Learning Goal 2**

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Students will be able to write a memoir based on their own personal life experience

## **Mini-Lesson 1 Target: Generating Ideas I: Storytelling**

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Storytelling is how memoirs often begin, and it helps support writers in finding their voice and getting ideas.

- Students will understand how telling stories can help authors recall experiences and develop a clear sequence of events in their memoirs.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through

	investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Accomodations and Modifications

- Repeat your model story several times for students. Have them take notes on your story and discuss its contents. Students should then use the Appendix "Organizing My Story" to help them put together their own story before sharing it with the class.
- Meet with your writing groups to discuss today's lesson and reinforce skills

## Mini-Lesson 2 Target: Generating Ideas II: Pictures Tell Stories

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Pictures hold entire stories.

- Students will sketch detailed pictures to develop real experiences or events.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### **Accomodations and Modifications**

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- If one of your students or someone else can read the Spanish portion of this book, have him or her read it aloud. It can either be read before or after the English part has been read. Another option is to read some of the memories aloud without students seeing the pictures and then have them try to guess which picture Garza has written about.
- Furthermore, when reading aloud the story in English a second time, have students listen for the descriptive language and characters' names while looking at the pictures. Write the words on sticky notes and have students attach them to the appropriate places in the pictures of the book to reinforce the connections Cisneros makes between her family pictures and Garza's.
- Meet with writing groups to reinfoce skills

### **Mini-Lesson 3 Target: Generating Ideas III: Making Connections to Published Memoirs**

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Published memoirs are great resources to help generate ideas and writing.

- Students will engage effectively in collaborative discussions about the mentor text *Childtimes* and author Eloise Greenfield in order to generate ideas for writing their own memoir pieces.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
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LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Accomodations and Modifications**

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- If possible, read the short stories from *Childtimes* with your English language learners and below level writers before this lesson. Then, during the lesson, have students use the Appendix "Making Connections" while listening to note their connections to what is being read.
- Meet with writing groups to reinforce daily lesson.

## **Mini-Lesson 4 Target: Generating Ideas IV: The People in Your Story**

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Memoirs are often connected to people and special relationships. Helping students think about important people in their lives and memories connected to them will support them in gathering memories.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a

day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Accomodations and Modifications**

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- During the "Engage" portion of the mini-lesson and/or during independent writing, when thinking about a person to write about, discuss character or personality traits with students. Refer to the people you have read about in the unit memoirs and list some of their traits. Provide a sentence stem for this conversation, such as: Richie was \_\_\_ because \_\_\_. Then have students think of the people in their own lives and describe their character traits. Guide students to also give examples of their actions to support each trait. Keep available an ongoing list of character or personality traits and the evidence that supports these traits from students' lives.
- Meet with writing groups to reinforce important skills

## Mini-Lesson 5 Target: Selecting: Rereading to Select a Meaningful Story

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Memoir is often focused around a theme, feeling, or issue.

- Students will engage in collaborative discussions and begin to narrow their focus as they reread their Writers' Notebooks to choose a meaningful idea they will continue to develop and work toward publishing.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Accomodations and Modifications**

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-Support students in their partnership conversations by providing sentence stems to guide their dialogue. For example, have sentence starters available such as:

- I found the following patterns in my writing: \_\_\_.
- A meaningful experience I had was \_\_\_.
- When I think about my experience \_\_\_, I feel \_\_\_.

-Meet with small writing groups to reinforce lesson.

## **Mini-Lesson 6 Target: Collecting I: Describing a Setting**

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Writers of memoirs often include detailed descriptions of when and where their story takes place.

- Students will use narrative techniques such as dialogue, concrete words, and sensory details to describe the setting of their memoirs.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as

needed by planning, revising, editing, rewriting, or trying a new approach.

- LA.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- LA.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- LA.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.5.9.A Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- LA.W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LA.SL.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.
- LA.SL.5.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- LA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- LA.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- LA.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- LA.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- LA.SL.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.
- LA.SL.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.
- LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- LA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.
- LA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.
- LA.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- LA.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- LA.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific

words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Accomodations and Modifications**

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- Encourage students to begin with a detailed sketch of the setting (mentioned in the "Reiterate" section) and model the process of labeling the picture to include concrete words and descriptive language. Demonstrate the use of a thesaurus as a writer's tool. In this manner, students can go back to their labels of the setting and revise them using a thesaurus, further increasing their vocabulary and using more descriptive language.
- Meet with small writing groups to reinforce skills

## **Mini-Lesson 9 Target: Drafting I: Narrative Text Structure**

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Part of moving from the Writer's Notebook to the draft includes thinking about the narrative structure of memoirs.

- Students will look at narrative text structures that orient readers and that organize an event sequence that unfolds naturally so they can do the same as they draft.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text

[e.g., how characters interact]”).

LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Accomodations and Modifications**

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Students can use the same graphic organizer used for storytelling at the beginning of the unit to organize their writing along the guidelines of a narrative text structure. See the Appendix "Organizing My Story" from the

### **Mini-Lesson 11 Target: Revising I: It's All in the Details**

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Revision involves looking at the draft from the perspective of readers. Sometimes details that we have in our heads or mind's eye do not make it into the draft. Conversely, sometimes we get so bogged down in the details that we miss telling the story. Revision offers every writer a chance to rethink what he or she has done to ensure that readers will understand what is written.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the

	discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Formative Assessment Opportunities**

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### Revisions Checklist (Teacher Created)

Writing Meetings-review student revisions then make suggestions for final draft

## **Accomodations and Modifications**

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Confer with a small group of students and point out and/or list words or phrases that are very general (take words from student drafts). Then, together, "crack open" each word by listing more precise words or descriptive phrases.

## **Mini-Lesson 12 Target: Revising II: Adding Reflection – From Memory to Memoir**

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A distinguishing element of memoir is the inclusion of reflection.

- Students will revise their memoirs to include reflective thinking and provide a conclusion that follows from narrated experiences or events and shows a reflective stance.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.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.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Formative Assessment Opportunities**

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Questions for Reflection PDF

[https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching\\_resources/908.pdf](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/908.pdf)

## **Accommodations and Modifications**

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During the "Engage" portion of the mini-lesson, prompt your students to answer some of the reflective questions. Provide some language or sentence stems for their responses. For example:

- I have learned that \_\_\_.
- Now that I am 10 years old, I think back and \_\_\_.

## **Mini-Lesson 13 Target: Editing I: Capitalization Cleanup**

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Checking for correct capitalization is one of many things writers can do in the editing phase. It can sometimes

be confusing for students to know when to use, for example, “Mom” and when to use the lowercase “mom.” The editing phase of the writing process is a great time to work on these sentence- and word-level elements.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
LA.L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LA.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Formative Assessment Opportunities**

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Capitalization Clean Up PDF

[https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/teaching\\_resources/909.pdf](https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/teaching_resources/909.pdf)

## **Accomodations and Modifications**

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Have students cut up and sort the sentences from the Appendix "Capitalization Cleanup" into two separate piles before correcting them. One pile can be for the sentences where names should be lowercase while the other can be for cases where names should be capitalized. After discussion, students can rewrite the sentences as needed.

## **Mini-Lesson 14 Target: Editing II: Rules for Capitalization**

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Writing a memoir sometimes involves naming seasons, places, and events. It is important to be clear about rules that apply to these words.

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.

LA.L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LA.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Formative Assessment Opportunities**

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Rules for Capitalization PDF

[https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching\\_resources/910.pdf](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/910.pdf)

## **Accomodations and Modifications**

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Write the names of the months, days, compass directions, locations, events, seasons, and geographical locations on index cards. Shuffle the cards and have students separate them into two piles—one requiring a capital letter and one not requiring a capital letter. Encourage students to give the rationale for their decisions. Following this, dictate the words from the cards and have students write the words on a mini white board.

## **Mini-Lesson 15 Target: Publishing: Cover and Title**

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Publishing allows students the opportunity to enhance their finished pieces and prepare them for readers.

- Students will focus on creating a title and cover illustration for their memoirs.

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.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.
LA.SL.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Formative Assessment Opportunities**

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Does My Memoir Sound Appealing PDF

[https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/teaching\\_resources/911.pdf](https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/teaching_resources/911.pdf)

## **Accomodations and Modifications**

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After discussing the mentor text titles, have students come up with an alternative title (or two) for each book. Students can work alone or with a partner, but they should tell why they feel the titles they have come up with are good ones.

## **Student Self-Reflection**

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Writers reflect on their writing process to learn and grow as writers.

- Students will reflect on their writing experiences to understand how they have grown as writers over time.

## **Summative Assessment**

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Standards Based Writing Rubric

<https://drive.google.com/drive/my-drive?ths=true>

[https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/assessments/165\\_1.pdf](https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/assessments/165_1.pdf)

## **21st Century Life and Careers**

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CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **Unit Resources**

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## Interdisciplinary Connections

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- Family Traditions of Different Cultures
- Geography of U.S and Countries Around the World- (Palestine, American South, Mexico)
- Trade- What it is to trade and why it is important
- Sibling Relationship and family dynamic
- American Time Periods and how life was the same and different
- Family life through Generations (then and now)

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
SOC.6.1.8.D	History, Culture, and Perspectives
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.