

Fundamentals - Writing Memoir

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

Unit Overview

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

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.

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

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

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

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

Students will know...

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

Students will be skilled at...

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

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

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

“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

Tier
 2

blur
 caption
 congregat
 e
 filters
 looming
 stoops

sorrowin
 g
 unison

nourished

puzzl
 ed

preser
 ves

ashame
 d
 frown
 lopsid
 e
 pout

artisans
 border
 pier
 flu
 prescription
 drugs
 overalls
 inn
 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
 p
 bulldoz
 ed
 centuri
 es
 crossro
 ads

fierce
 govern
 or
 harvest
 ed
 hauling
 headsto
 nes

lowing
 panting
 perch
 picnic
 ed
 quench
 sacred
 sap
 swollen
 wildern
 ess

blushing
 consoled
 custom
 drifted
 jeered
 ordinary
 platform
 pursed
 smug
 sneered
 stalk
 upped
 weasel
 wedge

courty
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 tattoos
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asthma
 aviator
 dramatic
 emotions
 etched
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 harsh
 isolation
 muggers
 poignant
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 ulness
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 mation
 uncanny
 undercur
 rent
 vivid
 vulnerab
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 cellar
 episode
 instrume
 ntal
 lecture
 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	Arabs	coop	chalk	half-	piñata	Open,	bass	babushk	Arabic	atheism
3	Greece	kerosene lam	doll	basted	tacos	Sesame!	Boston	a	habibi	Catholici
	hillocks	p	mang	pin		angel food	caisson	puckers	lentils	sm
		outhouse	o	cushio	Reynosa,	cake	s	rhubarb	mish-	character
	Arabic	pig pen	seams	n	Mexico		eiderdo	Union	mish	s
		record	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 Padre Island copal incense curandera rue plant cornmeal dough tamales Joseph Mary Las Posadas chili powder mesquite tree Nopal Cactus nopalitos parboil low-rider car quinceañera jacks tortillas dental floss Open, Sesame!	sparrows Chinatown lightwell solitaire studio apartment Frigidaire Ole geezer penthouse double Dutch hopscotch jacks galaxy Mount Everest time machine two-headed serpents Vikings			beagle burrs pheasant pus venison

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?

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

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

My Favorite Memories PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/843.pdf

Learning Goal 2

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

Mini-Lesson 1 Target: Generating Ideas I: Storytelling

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).

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

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

- 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

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]”).
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.5.2	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

- 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

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

- 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

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

-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

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

- 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

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

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

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

Revisions Checklist (Teacher Created)

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

Accomodations and Modifications

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

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

Questions for Reflection PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/908.pdf

Accommodations and Modifications

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

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

Capitalization Clean Up PDF

https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/teaching_resources/909.pdf

Accomodations and Modifications

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

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

Rules for Capitalization PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/910.pdf

Accomodations and Modifications

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

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

Does My Memoir Sound Appealing PDF

https://fundamentals.schoolwide.com/schoolwidedfun/api/v1/files/files/teaching_resources/911.pdf

Accomodations and Modifications

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

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

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

21st Century Life and Careers

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

Interdisciplinary Connections

- 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.