Nov. SW: WRITING: Memoir

Content Area: **English**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Teaching memoir as a genre in writing workshop is an exciting endeavor for writers to write about a writer's life. Memoirs are narratives that usually focus on a significant time, place and event in the writer's life. Memoirs are always told in first person. They often record a memorable experience that a writer can refer to and reflect on. Memoirs are very descriptive and filled with emotion and a sense of reflection.

Enduring Understandings

Writers write memoirs to share significant time, place and events in their lives.

Memoirs are always written in first person, and contain many desciriptions and emotions.

Essential Questions

How do writers construct meaningful and read worthy memoirs?

Instructional Strategies & Learning Activities

Day 1:
What Is Memoir?
uses Bigmama's by Donald Crews.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 2:
A Place Called Home
uses Home by Michael Rosen (Ed.).
Rationale: Use Home to demonstrate how a word like "home" can inspire very different memories for writers. Students will observe how memoirists write

about the everyday things in their lives and use dialogue, description, and characters to develop these experiences.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 3:
Making Meaning – Reflection
uses Bigmama's by Donald Crews and Family Pictures/Cuadros de familia by Carmen Lomas Garza.
Rationale: Students will use Family Pictures/Cuadros de familia to explore and understand the importance of reflection, story pacing, and descriptive details in memoir.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 4:
Narrative Techniques: Dialogue and Description
uses My Rotten Redheaded Older Brother by Patricia Polacco.
Rationale: Memoir writers often use narrative techniques such as dialogue and descriptions to make their stories more engaging and real. Students will listen to My Rotten Redheaded Older Brother and discuss how the author's use of dialogue and description develops the experiences and shows the relationships between characters.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 5:
We Are the Experts!
uses Sitti's Secrets by Naomi Shihab Nye.
Rationale: Memoir is a narrative text that an author chooses to tell, and memoir writers are inspired by the meaningful stories in their lives. Students will discuss how their own lives are packed with meaningful experiences
and memories that will form the basis of their own writing.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Mini-Lessons
Generating Ideas I: Storytelling
uses The Chalk Doll by Charlotte Pomerantz.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,

SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Generating Ideas II: Pictures Tell Stories
uses Family Pictures/Cuadros de familia by Carmen Lomas Garza.
Rationale: Pictures hold entire stories. Students will sketch detailed pictures to develop real experiences or events.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Generating Ideas III: Making Connections to Published Memoirs
uses Childtimes by Eloise Greenfield and Lessie Jones Little.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6,
L.5.1, L.5.2, L.5.3, L.5.6

Generating Ideas IV: The People in Your Story
uses My Rotten Redheaded Older Brother by Patricia Polacco.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6,
L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Selecting: Rereading to Select a Meaningful Story
uses When I Was Your Age by Amy Ehrlich (Ed.).
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Collecting I: Describing a Setting
uses Bigmama's by Donald Crews.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,

SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Collecting II: Freewriting
uses When I Was Your Age by Amy Ehrlich (Ed.).
Rationale: Freewriting can open up new angles and unexplored ideas. Students will use this strategy to develop
their stories and reflect on their focus and purpose.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Collecting III: Purpose and Audience
uses 19 Varieties of Gazelle by Naomi Shihab Nye, Sitti's Secrets by Naomi Shihab Nye, Letting Swift River Go by
Jane Yolen, My Rotten Redheaded Older Brother by Patricia Polacco, and Childtimes by Eloise Greenfield and
Lessie Jones Little.
Rationale: There are many different reasons for writing memoir. Before drafting, it is helpful to think about intention
and audience. Students will consider their purpose and begin thinking about how to develop and organize a coherent piece of writing for an audience.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Drafting I: Narrative Text Structure
uses Letting Swift River Go by Jane Yolen and Bigmama's by Donald Crews.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Drafting II: Using Transition Words and Phrases
uses Letting Swift River Go by Jane Yolen and students' drafts.
Rationale: Memoirists consider the sequence and organization of their stories when deciding how to tell them. Students will observe how Jane Yolen uses transition words and phrases to manage her sequence of events.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Revising I: It's All in the Details
uses Letting Swift River Go by Jane Yolen and students' drafts.

Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Revising II: Adding Reflection – From Memory to Memoir
uses Bigmama's by Donald Crews, Sitti's Secrets by Naomi Shihab Nye, Letting Swift River Go by Jane Yolen, My
Rotten Redheaded Older Brother by Patricia Polacco, and students' drafts.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Editing I: Capitalization Cleanup
uses Childtimes by Eloise Greenfield and Lessie Jones Little and students' drafts.
Rationale: 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.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Editing II: Rules for Capitalization
uses Family Pictures/Cuadros de familia by Carmen Lomas Garza and students' drafts.
Rationale: Writing a memoir sometimes involves naming seasons, places, and events. It is important to be clear
about rules that apply to these words.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Publishing: Cover and Title
uses all of the mentor texts from the unit and students' memoirs.
Rationale: 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.

Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1,
SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Integration of Career Readiness, Life Literacies and Key Skills

Students conference with peers and adults to produce a typed piece. They learn to communicate effectively.

Some career choices will be explored using the mentor texts.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.DC	Digital Citizenship
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology And Design Integration

Students use technology to produce a final typed piece.

Interdisciplinary Connections

Students use their technology skills to produce a published piece.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Through choices, students will be able to recieve differentiated instruction, both for high level and stuggling students.

High level learners will be encouraged to utilize more advanced methods of research to expand thier writing and exercise thier writing skills.

Modifications to writing projects will be offered to students needing support.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP's will be followed, and additional support and practice will be supplemented for students in need.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

AimsWeb testing and writing samples and Linkit 3X a year

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Worksheets associated with the unit

Conferences

Discussion

rough drafts and revisions

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection

uses a self-reflection questionnaire.
Rationale: 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.

Instructional Materials

19 Varieties of Gazelle by Naomi Shihab Nye

Big Mama's by Donald Crews

The Chalk Doll by Charlotte Pomerantz

Childtimes: A Three Generation Memoir by Eliose Greenfield and Lessie Jones Little

Family Pictures/Cuadros de familiaby Carmen Lomas Garza

Home by Michael Rosen (Ed.)

Letting Swift River Go by Jane Yolen

My Rotten Redheaded Older Brother by Patricia Polacco

Sitti's Secrets by Naomi Shihab Nye

When I Was Your Age, Volume I by Amy Ehrlich (Ed.)

Standards

CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other

	information and examples related to the topic.
CCSS.ELA-Literacy.W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CCSS.ELA-Literacy.W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, 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.
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.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]”).
CCSS.ELA-Literacy.W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
CCSS.ELA-Literacy.L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-Literacy.L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).
CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.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?).
CCSS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-Literacy.L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CCSS.ELA-Literacy.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).