

Unit 3 Writing-Memoir

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **3**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Writing- Shaping Texts From Essay and Narrative to Memoir

1-What Make a Memoir

2-Interpreting the Comings and Goings of Life

3-Writing about Big Topics

4-Reading Literature to Inspire Writing

5-Choosing a Seed Idea

6-Expecting Depth from Your Writing

7-Studying and Planning Structures

8-The Inspiration to Draft

9-Being Your own Teacher

10-Revision the Narrative Portion of a Memoir

11-Editing for Voice

12-Seeing Again, with New Lenses: Interpreting Your Own Story

13-Flash-Drafting

14-Revising the Expository Portions of a Memoir

15-Reconsidering the Finer Points

16-Rereading Your Draft and Drawing on all you know to Revise

17-Metaphors Can Convey Big Ideas

18-Editing to Match Sound to Meaning

19-Celebration

Speaking and Listening: Students will be able to

- engage effectively in a range of collaborative discussions with diverse partners on grade 5 topic, texts, and issues, building on others' ideas and expressing their own clearly

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking
- demonstrate understanding of figurative language
- clarify the meaning of unknown and multiple meaning words and phrases employing context clues
- interpret similes and metaphors

Standards & Indicators

LA.5.L.5.2.A	Use punctuation to separate items in a series.
LA.5.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
LA.5.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.5.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.5.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
LA.5.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.5.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.

TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
LA.5.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.5.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.5.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.5.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.
WORK.5-8.9.1.8.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.5-8.9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.5.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).
LA.5.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
LA.5.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.5.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.5.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.5.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.

LA.5.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.5.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.5.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.5.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.5.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.5.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.5.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.5.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.5.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.5.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Central Ideas/Enduring Understandings

Effective writers create narratives on an imagined events: with descriptive details, and a clear sequence of events

Writing Fictional Narratives and Write about Reading

- Write narratives to develop and imagined experience using effective techniques, descriptive details, and clear event sequences.
- Develop and extend narrative techniques (characterization, plot development, setting, pacing)

- provide a conclusion that follows from the narrated experiences or events
- Use a variety of transitional words to manage the sequence of events
- Produce clear and coherent writing in which the development and organization are appropriate to task, and audience.
- With guidance from peers and teachers develop and strengthen writing as needed by planning, revising, editing and re-writing
- Write routinely over extended time frames and shorter time frames.

Essential/Guiding Questions

How do personal experiences influence writing?

Content - Students will know...

- How to work in small groups/partners in order to reach a goal/objective

- How to express information from an important life event
- Determine the meaning of words as they are used in text, including figurative language

Skills - Students will be skilled at...

- Creating graphic organizers
- Utilizing writing techniques to publish writing pieces

Stage 2: Assessment Evidence

- Writing conferences
- Homework
- Daily Work
- Rubrics
- Various stages of the writing process including final writing piece

Performance Task(s)

Other Evidence

Stage 3: Learning Plan

Learning Opportunities/Strategies

Writing:

Use Lucy Calkins' Units of Study

Lessons include:

- Mini-lessons
- Independent writing time/conferring and small group work
- Mid-workshop teaching
- sharing
- homework assigned to writing connected to the day's lessons

- use of Reader's and Writer's Notebook
- peer revision/editing
- Authors celebrations

Accommodations/differentiated instruction

- small groups to target instruction
- graphic organizers to scaffold instruction
- peer buddies
- extra time
- reinforcement during R&E

Resources

~ Lucy Calkins writing program

~ Utilization of Web 2.0 tools

Mentor Texts:

Short Cut by Donald Crews.

Big Mama by Donald Crews.

When I Was Young in the Mountain by Cynthia Rylant

Birthday Presents by Cynthia Rylant

Invention of Solitude by Paul Auster

Other possible texts:

Owl Moon by Jane Yule

My Grandmother's Hair by Cynthia Rylant

The Relatives Came by Cynthia Rylant

A Chair for my Mother by Vera B. Williams