



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 5

Unit Name: Memoir

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Essential Question

- What are the features of a memoir and what does a writer use to craft a quality memoir?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read-Aloud</p> <p>Day 1 I can explore and understand the purposes and features of memoir writing.</p> <p>Day 2 I can observe how memoirists write about the everyday things in their lives and use dialogue, description, and characters to develop these experiences.</p> <p>Day 3 I can explore the importance of reflection, pacing, and descriptive details in memoir.</p> <p>Day 4 I can discuss how dialogue and description develop experiences and the relationships between characters.</p> <p>Day 5 I can discuss how my life is packed with meaningful experiences and memories that will form the basis to my writing.</p>	<ul style="list-style-type: none"> ● Purpose/Meaning ● Text and Genre Features/Structure ● Listening and Responding ● Craft/Style ● Purpose Meaning ● Metacognition ● Drafting and Organization ● Conventions and Grammar ● Gathering ideas ● Writing with independence and stamina ● Writing with focus and organization ● Revising, editing and publishing 	<p>Formative</p> <ul style="list-style-type: none"> ● Where Are My Students in the Writing Process? ● Biography Grade 5 Student Performance Checklist ● Conference Questions from the Grade 5 Memoir Unit ● <i>Editing Checklist</i> ● See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> ● Standards-Based Writing Rubric Text Type: Narrative Grade 5 ● Memoir Grade 5 Student Performance Checklist ● Student Self-Reflection <p>Benchmarks</p> <ul style="list-style-type: none"> ● Editing Checklist ● Draft ● Final piece 	<p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>19 Varieties of Gazelle</i> ● <i>Bigmama's</i> ● <i>The Chalk Doll</i> ● <i>Childtimes: A Three Generation Memoir</i> ● <i>Family Pictures/Cuadros de Familia</i> ● <i>Home</i> ● <i>Letting Swift River Go</i> ● <i>My Rotten Redheaded Older Brother</i> ● <i>Sitti's Secrets</i> ● <i>When I Was Your Age, Volume One</i> <p>Teacher Resource</p> <ul style="list-style-type: none"> ● <i>Ways to Celebrate (Teacher Reference)</i> <p>Digital Texts</p> <ul style="list-style-type: none"> ● <i>RAZ Kids</i> ● <i>Storyworks</i> <p>Student Forms</p> <ul style="list-style-type: none"> ● <i>Organizing My Story</i> ● <i>StoryTelling Tips</i> ● <i>Making Connections</i>

<p>Mini-Lessons</p> <p>Generating Ideas I I can understand how telling stories can help authors recall experiences and develop a clear sequence of events in their memoirs.</p> <p>Generating Ideas II I can sketch detailed pictures to develop real experiences or events.</p> <p>Generating Ideas III I can participate effectively in collaborative discussions about mentor texts in order to generate ideas for my memoir.</p> <p>Generating Ideas IV I can consider the important people in my life and the memories connected to them to generate ideas for my memoir.</p> <p>Selecting I can participate in collaborative discussions and begin to narrow my focus as I reread my Writer's Notebooks to choose a meaningful idea I will continue to develop and work toward publishing.</p> <p>Collecting I I can use narrative techniques such as dialogue, concrete words, and sensory details to describe the setting of my memoir.</p> <p>Collecting II I can use freewriting as a strategy to develop my story and reflect on my focus and purpose.</p> <p>Collecting III I can consider my purpose and begin thinking about how to develop and organize my piece of writing for an audience.</p> <p>Drafting I I can use a narrative text structure that will help me naturally reveal the event sequence of my memoir.</p> <p>Drafting II I can observe mentor texts for the use of transitional words and phrases to manage the sequence of events for my memoir.</p>		<ul style="list-style-type: none"> • Student Performance Checklist • DRA (Fall, Winter, Spring writing portion) <p>Alternative</p> <ul style="list-style-type: none"> • Oral responses and graphic organizers pertaining to the Grade 5 Memoir Unit of Study. • Writer's Notebooks drafts and revisions 	<ul style="list-style-type: none"> • <i>An Important Person In My Life</i> • <i>Developing Setting</i> • <i>Author's Purpose</i> • <i>Transition Words and Phrases</i> • <i>Capitalization Cleanup</i> • <i>Making My Memoir Appealing</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Writer's Notebooks or Folders • Dictionaries • Publishing Materials • Pens/Pencils (for writing, revising and editing) • Paper • Chart Paper • Teachers Writers Notebook • Sticky Notes • Student Memoirs • A Collection of Memoirs <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none"> • Membean.com\ • Storyworks
---	--	--	--

<p>Revising I I can make decisions regarding the details included in my memoir.</p> <p>Revising II I can revise my memoir to include reflective thinking and provide a conclusion that shows a reflective stance.</p> <p>Editing I I can check for correct capitalization to improve my writing.</p> <p>Editing II I can apply capitalization rules for naming seasons, places, and events.</p> <p>Publishing I can create a title and cover illustration for my memoir.</p> <p>Self-Reflection I can reflect on how I've grown as a writer over time and set writing goals for myself.</p>			
---	--	--	--

<p>NJ Student Learning Standards (2016)</p> <p>WRITING</p> <p>Text Types and Purposes</p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p>Production and Distribution of Writing</p> <p>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.)</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>

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.

Research to Build and Present Knowledge

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

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.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]”).
- 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]”).

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Comprehension and Collaboration

Presentation of Knowledge and Ideas

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.

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.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

L.5.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.
- e. Use correlative conjunctions.

L.5.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- 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?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Effective Language Use

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Usage

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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- 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.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

NJSLS Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

Interdisciplinary Connections and Activities

- Students add other finishing touches to appeal to readers, such as a Dedication or an "About the Author" paragraph. Students can add illustrations using a computer and the Internet. 8.1.5.A.1, CRP11
- Students read memoirs of famous people they may be interested to explore a variety of ways to write their own. RF.5.4. L.5.1

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies (Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Give students the opportunity to read memoirs at their level or higher.</p> <p>Allow students the opportunity to present their projects in different platforms of media such as digitally (powerpoint, Google, etc.</p> <p>Research and put together a bibliography of memoirs/authors appropriate for fifth grade students.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students</p> <p>Immersion: 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,</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the Grade 5 Memoir Unit of Study.</p> <p>Supply Students with Anchor Charts: <i>What is Memoir?, Rules of Free writing, Ideas for Adding Details, Questions for Reflections, Rules for Capitalization, and Capitalization Rules.</i> Tape or staple into student notebooks for easy reference.</p>

	<p>we will find that our memories have much in common.</p> <p>Brainstorm tag words (e.g., said, shrieked, stated, yelled, teased, etc.) for dialogue with students. Go back into Polacco's book to identify and record additional tag words.</p> <p>Students can compare their native culture with U.S. culture. Using a Venn diagram, students can focus on the similarities in what they have seen, felt, heard, tasted, and experienced between the two cultures.</p> <p>Generating Ideas: If one of your students or someone else can read the Spanish portion of this book, have him or her read it aloud.</p> <p>Selecting: Support students in their partnership conversations by providing sentence stems to guide their dialogue. For example, have sentence starters available such as:</p> <ul style="list-style-type: none"> • I found the following patterns in my writing: __. • A meaningful experience I had was __. • When I think about my experience __, I feel __. <p>Collecting: Students can complete the following simplified questions in regards to "Author's Purpose":</p> <ul style="list-style-type: none"> • Why do you want others to read your memoir? 	<p>Partially complete Grade 5 Memoir Unit of Study. Graphic Organizers such as: <i>My Favorite Memories</i> and <i>My Thoughts About Memoir</i></p> <p>Graphic Organizers/Student Forms (Adapted)</p> <ul style="list-style-type: none"> • <i>Organizing My Story:</i> to help students organize their stories from beginning to end. • <i>Making Connections:</i> ELL/ELD students can use this sheet to record their connections to each text. <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Grade 5 Memoir Unit of Study.</p> <p>Students can sketch their ideas and see if the sketches prompt them to remember additional details.</p> <p>Provide samples and model each step of the writing process as needed.</p> <p>Use sticky notes to annotate</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 5 Memoir Unit of Study through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require writing.</p> <p>*Also see ELL Modifications</p>
--	---	--

- How do you want others to feel when they read your memoir?
- Do you want others to learn something about you?
- Do you want others to think about their own lives?
- Why is this memory important to you?

Editing: 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 whiteboard.

Model how students should answer questions on forms, charts and organizers.

Access to word/picture banks to reference in tasks that require reading writing in the Grade 5 Memoir Unit of Study.

Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)

Visuals and illustrations to be used for comprehension of Tier 1, 2 and 3 terms.

Word/picture bank available for students' reference.

**Graphic Organizers/Student Forms
(Adapted)**

- *Organizing My Story*: to help students organize their stories from beginning to end.
- *Making Connections*: ELL/ELD students can use this sheet to record their connections to each text.
-

*Also see modifications for students with IEPs, 504s and At-Risk students

Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>