

Unit 1-Launching the Writing Workshop

GLCEs

Students will ...

W.GN.03.01 Students will write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

W.PR.03.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02 Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).

W.PR.03.03 Students will draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).

W.PR.03.04 Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

W.PR.03.05 Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.

W.PS.03.01 Students will exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

W.GR.03.0 Students will in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

W.SP.03.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues(e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

W.AT.03.01 Students will be enthusiastic about writing and learning to write.

What **BIG IDEAS** will be considered?

- One genre of writing is personal narrative.
- Writers follow routines and expectations to write independently during writing workshop.
- Writers use a variety of strategies to generate ideas for writing.
- Writers go through the writing process (planning, drafting, revising, and editing).

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #2-6	<ul style="list-style-type: none"> • How do personal narrative writers generate ideas for their small moment stories? • Why do authors study the work of other authors? • How do personal narrative writers choose a story to draft, revise, edit, and publish? 	<p>What do writers do in Writer’s Workshop? What is a personal narrative? What strategies do writers use to help generate ideas for a personal narrative?</p> <p>How do writers sketch my story?</p> <p>How do writers tell the clearest most memorable moment?</p> <p>What is a writer’s job during a writing conference?</p> <p>How do writers tell their story as a sequence of events?</p> <p>How do writers choose a piece of writing to develop further into a publishable piece?</p> <p>How do writers improve the lead to their story?</p> <p>How do I write fast to craft a discovery draft?</p> <p>How writers write an ending that affects the reader?</p> <p>How do writers monitor their writing process?</p> <p>How can writers use timelines to plan, structure, and develop seed ideas?</p>	<p>Genre: Personal Narrative</p> <p>Session I pg. 1</p> <p>Session I, II, III pgs. 1, 15, 27</p> <p>Session III pg. 27</p> <p>Session IV pg. 37</p> <p>Session V pg. 47</p> <p>Session VI pg. 59</p> <p>Session VII pg. 69</p> <p>Session VIII pg. 83</p> <p>Session IX pg. 93</p> <p>Session X pg. 103</p> <p>Sessions XI, XII pgs. 113, 125</p>	<p>Writing Workshop Personal Narrative Small Moment Sketch</p> <p>Seed idea</p> <p>Writing Conference</p> <p>Lead sentences</p> <p>Discovery Draft</p> <p>Endings</p> <p>Timelines</p> <p>Paragraph</p>

		How do writers relive an event in their life to write a personal narrative?	Session XIII pg. 135	Revision
		When do writers need to elaborate their writing?	Session XIV pg. 147	Edit Editing Checklist
		What is revision and how do writers add more to the heart of the story?	Session XV pg. 157	
		How do writers use an editing checklist to edit their writing?	Session XVI pg. 169	Publishing Author's Celebration
		What is a writing celebration and how do writers share their writing?	Session XVII pg. 179	

Unit 2- Raising the Quality of Narrative Writing

GLCEs

Students will ...

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W.PR.03.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02 apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).

W.PR.03.03 draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).

W.PR.03.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.

W.PS.03.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

W.GR.03.0 in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues(e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

W.AT.03.01 be enthusiastic about writing and learning to write.

What **BIG IDEAS** will be considered?

- Writers use what they already know about personal narratives to improve the quality of our writing.
- Writers write personal narratives that have significance and affect others.
- Personal narratives follow a story structure and writers try to maintain a point of view.
- Writers use a repertoire of strategies to craft powerful stories.

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #7-11	<ul style="list-style-type: none"> • How do writers craft powerful personal narratives? • How do writers raise the quality of their writing? • How do writers use what they already know to draft, revise, and edit a personal narrative? 	<p>How does studying the writing of authors help writers improve their writing?</p> <p>How do I use a turning-point moment to generate an idea for a personal narrative?</p> <p>How do writers use a feeling to help generate an idea for a personal narrative? When do writers use a new paragraph?</p> <p>How do writers use what they learned about revising and editing to planning and drafting new stories?</p> <p>How do writers become a writing teacher for themselves and for others?</p> <p>How do writers determine which part of the story they should develop more? How can writers figure out what they really want to say in their story?</p> <p>How can a mentor text help writers revise their lead?</p> <p>How can writers write their story from their point of view?</p> <p>How can writers write about what happens in their story and also about the response to what happens?</p>	<p>Genre: Personal Narrative</p> <p>Session I pg. 1</p> <p>Session II pg. 17</p> <p>Session III pg. 31</p> <p>Session IV pg. 45</p> <p>Session V pg. 57</p> <p>Session VI pg. 69</p> <p>Session VII pg. 81</p> <p>Session VIII pg. 93</p> <p>Session IX pg. 103</p>	<p>Personal Narrative Emulate</p> <p>Turning-Point</p> <p>Listening Responsively</p> <p>Mentor Texts Author's Craft</p> <p>Narrator Perspective</p> <p>External events Internal events</p>

		How can writers make the characters in their story time travel to show the past and future?	Session X pg. 115	
		How do I create a story mountain to show the story structure and how can I use this to build the heart of my story?	Session XI pg. 127	Story Structure Story Mountain
		How can writers write a powerful ending that resolves problems and is effective?	Session XII pg. 137	Resolution
		When do writers use commas?	Session XIII pg. 147	Punctuation Commas
		How do writers share their writing and respond to others during the Author Celebration?	Session XIV pg. 155	Author Celebration

Unit 3- Breathing Life into Essays

GLCEs

Students will ...

W.GN.03.04 Students will write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

W.PR.03.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02 Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).

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W.AT.03.01 Students will be enthusiastic about writing and learning to write.

What **BIG IDEAS** will be considered?

- One genre of writing is essay.
- Writers learn a variety of strategies to live like essayists.
- Essayists choose a thesis and support it with claims.
- There are many important parts of an essay to help make it powerful and compelling.

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #12-19	<ul style="list-style-type: none"> • How do essayists generate ideas? • How do essayists elaborate on ideas? • How do essayists construct one portion at a time including the introductory and concluding paragraphs? 	<p>How do writers live like an essayist?</p> <p>How do essayists grow ideas around what they have observed?</p> <p>How do the structures of a narrative and a non-narrative story differ?</p> <p>How can essayists use conversational prompts to help extend their ideas as they write?</p> <p>Why do essayists reread stories that they have previously written? How can these stories help inspire essayists to write a new entry?</p> <p>How do essayists reread their entries to find a seed idea or thesis?</p> <p>How do essayists plan the sections of their essay?</p> <p>How do essayists use free writing to revise their essay early in the writing process?</p> <p>How do essayists collect and write mini-stories to support their ideas?</p> <p>Why do essayists collect stories from other people?</p>	<p>Genre: Essay</p> <p>Session I pg. 1</p> <p>Session II pg. 13</p> <p>Session III pg. 29</p> <p>Session IV pg. 45</p> <p>Session V pg. 57</p> <p>Session VI pg. 71</p> <p>Session VII pg. 83</p> <p>Session VIII pg. 97</p> <p>Session IX pg. 109</p> <p>Session X pg. 125</p>	<p>Essay</p> <p>Non-Narrative</p> <p>Conversational Prompts</p> <p>Thesis statement</p> <p>Frame Boxes and Bullets</p> <p>Free Writing</p> <p>Mini-stories</p>

		<p>How can essayists collect lists to illustrate their ideas? Why should essayists study the works of a published author?</p> <p>Why do essayists strive to tell the truth and how can I write with more honesty?</p> <p>How do essayists collect a variety of information about their topic?</p> <p>How do essayists create a draft in one day from all of the information they have planned and collected?</p> <p>How do essayists choose a logical way to sequence their materials? How do essayists use transitional words and key words from their thesis to write their essay?</p> <p>How do essayists write an effective introduction and conclusion?</p> <p>How can essayists share their essay like a symphony?</p>	<p>Session XI pg. 137</p> <p>Session XII pg. 149</p> <p>Session XIII pg. 161</p> <p>Session XIV pg. 171</p> <p>Session XV pg. 183</p> <p>Session XVI pg. 195</p> <p>Session XVII pg. 209</p>	<p>Parallelism</p> <p>Sequence Transitional Words</p>
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Unit 4- Writing Fiction: Big Dreams, Tall Ambitions

GLCEs

Students will ...

W.GN.03.01 Students will write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

W.PR.03.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02 Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).

W.PR.03.03 Students will draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).

W.PR.03.04 Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

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W.AT.03.01 Students will be enthusiastic about writing and learning to write.

What **BIG IDEAS** will be considered?

- One genre of writing is realistic fiction.
- Writers craft well-developed characters that include their external and internal traits as well as their wants and needs.
- Fiction stories follow a predictable pattern that includes a rising action with a problem and a resolution.
- Personal narrative and realistic fiction are similar in many ways.

Weeks	Essential Questions	Scaffolding Questions	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #20-24	<ul style="list-style-type: none"> • What are the important elements of a realistic fiction story? • How can writers develop a well thought out character or characters? • How do writers revise as they are drafting but also look back and make substantial revisions? 	<p>*Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*</p> <p>Where do writers get ideas for writing fiction? Why do writers reread their notebook to look for story ideas?</p> <p>What books do you wish existed? How do writers get story ideas by thinking about books that contain characters like themselves? How do writers think of struggles that they have had and create a character that deals with the same idea?</p> <p>How do writers go from choosing a story idea to creating a well-developed character? How does a writer rehearse rather than draft their writing?</p> <p>How do writers determine their character's desires and struggles? How do writers show rather than tell what their character desires?</p> <p>How do writers plan by plotting a story mountain? How do writers use the story mountain to intensify the problem?</p> <p>How does an organization plan help writers develop each scene of their story? How does a writer use dialogue or a small action to dramatize a scene?</p>	<p>Genre: Realistic Fiction</p> <p>Session I pg. 1</p> <p>Session II pg. 15</p> <p>Session III pg. 27</p> <p>Session IV pg. 43</p> <p>Session V pg. 59</p> <p>Session VI pg. 73</p>	<p>Fiction Story Ideas</p> <p>Characters Struggles</p> <p>External traits Internal traits Rehearse</p> <p>Desires Scenes</p> <p>Story mountain Plot Problem</p> <p>Drafting booklets Dialogue Small action</p>

		How do writers “walk in the shoes of a character” and lose themselves in the story while they are writing it?	Session VII pg. 85	Discovery draft Unfolding scene
		Why do writers revise their lead early before the draft is finished? Why is it helpful to study the leads of a published author?	Session VIII pg. 99	Leads Emulate
		Why is it important for a writer to show the setting in a story? How does a writer include setting information in their story?	Session IX pg. 115	Setting
		How do good endings go? What should a good ending do? How do writers draft and revise until they find an ending that fits?	Session X pg. 133	Endings
		How do writers “read with lenses” to revise with one particular question in mind?	Session XI pg. 145	Revision Lenses
		Why is it important for writers to set up a special writing space?	Session XII pg. 155	Cardboard Character Alert
		How can reading the works of other authors help writers revise their own writing? How do writers “read with lenses” to revise with one particular editing question in mind?	Session XIII pg. 165	Techniques
		How do writers edit spelling?	Session XIV pg. 175	Resources
		How do writers share their story at a book party? How do writers write reviews?	Session XV pg. 187	Book party Anthologies Critic Agree Sheets

Unit 5- Literary Essays: Writing About Reading

GLCEs

Students will ...

W.GN.03.04 Students will write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

W.PR.03.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02 Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).

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W.SP.03.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues(e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

W.AT.03.01 Students will be enthusiastic about writing and learning to write.

What **BIG IDEAS** will be considered?

- Literary essayists write about texts they are studying.
- Seed ideas can be revised to make a clear thesis.
- Literary Essayists have many ways they might write about a text.
- It is important for literary essayists to organize their essay and to support their claims.

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #25-30	<ul style="list-style-type: none"> • Where do literary essayists get their ideas for writing? • How do literary essayists choose a seed idea to make a clear thesis statement? • How do literary essayists support their claims and find compelling support material? 	<p>What is a literary essay? How do readers and writers live in the world of a story?</p> <p>How do writers write inside the story?</p> <p>How do writers write about the big ideas in a text?</p> <p>What does it mean to be “wide-awake” readers?</p> <p>What features of a text deserve the most attention?</p> <p>Why are characters very important to a story?</p> <p>How do writers use thought prompts to help deepen their thinking about reading and the characters?</p> <p>How does a book talk help literary essayists?</p> <p>How do readers develop interpretive ideas about a text?</p> <p>How does asking “What’s this story really about?” help determine the author’s central message?</p>	<p>Genre: Literary Essay (Non-narrative)</p> <p>Session I pg. 1</p> <p>Session II pg. 19</p> <p>Session III pg. 37</p> <p>Session IV pg. 51</p> <p>Session V pg. 67</p> <p>Session VI pg. 81</p> <p>Session VII pg. 95</p> <p>Session VIII pg. 109</p> <p>Session IX pg. 123</p> <p>Session X pg. 137</p>	<p>Literary essay Envisioning</p> <p>Wide-awake reader</p> <p>Characters</p> <p>Thought-prompts Book Talk</p> <p>Interpret</p>

		How do writers connect personally to the stories they are reading? How can reading help a writer deal with their life issue?	Sessions XI pg. 149	Life issues
		How does a literary essayist choose possible seed ideas to turn into a thesis statement?	Session XII pg. 161	Seed ideas Thesis Boxes and bullets
		Why is it easier to revise a thesis statement and topic sentences rather than a whole essay? How does a writer scrutinize their thesis statement and make revisions as needed?	Session XIII pg. 173	Revise Scrutinize
		How do writers write mini-stories that are angled to support their thesis? How do writers record the sequence of events angled to make a point?	Session IX pg. 123	Mini-stories Angled Sequence of events
		What are the components of a story summary? How does a literary essayist use a summary to help support their point?	Session X pg. 137	Summary
		How can a literary essayist use a list with a repeating phrase or line to help hold an essay together?	Session XI pg. 149	Lists Parallelism
		What are literary devices? Why does a literary essayist study an author's craftsmanship techniques?	Session XII pg. 161	Literary devices Craftsmanship
		How does reading the work of published authors help a writer draft their own story?	Session XIII pg. 173	Draft Coherent text
		How does a literary essayist write an	Session XIV pg. 187	Introductory

		<p>introductory paragraph? How does a writer write a generalization about literature or life that helps put their essay in a broader context? How does a literary essayist craft their conclusion?</p> <p>How is an anthology compiled?</p>	<p>Session XV pg. 199</p>	<p>paragraph Conclusions Generalizations</p> <p>Anthology</p>
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Unit 6- Memoir: The Art of Writing Well

GLCEs

Students will ...

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W.PR.03.02 Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).

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W.PR.03.04 Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

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W.SP.03.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

W.AT.03.01 Students will be enthusiastic about writing and learning to write.

What **BIG IDEAS** will be considered?

- One genre of writing is memoir.
- Writers have a few Life Topics they revisit often.
- Sometimes the writing process evolves over time as a writer narrows down what they want to say.
- One way writers improve their own writing is to look at other authors' work.

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #31-36	<ul style="list-style-type: none"> • What is a memoir and how do writers write in detail about a Life Topic? • How do writers write a topic that is both big and small? • How do writers plan, draft, structure, revise, and edit a memoir? 	<p>What is a Life Topic? How do writers choose a Life Topic to write about in a memoir?</p> <p>How do writers write with topics that are both big and small?</p> <p>What are some strategies for generating thoughtful writing and writing in depth? How do writers look for the mystery in what they know?</p> <p>How does reading other literature help writers write with more depth?</p> <p>What strategies do writers use to choose a seed idea for a memoir?</p> <p>How does reading published memoirs help writers structure their own memoir?</p> <p>What questions can writers ask themselves to help plan what to do next in their writing?</p> <p>How do writers inspire themselves to write quality first drafts?</p> <p>How does the external events of a story affect the internal feelings of the character</p>	<p>Genre: Memoir</p> <p>Session I pg. 1</p> <p>Session II pg. 13</p> <p>Session III pg. 27</p> <p>Session IV pg. 43</p> <p>Session V pg. 57</p> <p>Session VI pg. 73</p> <p>Session VII pg. 89</p> <p>Session VIII pg. 101</p> <p>Session IX pg. 115</p>	<p>Memoir Life Topics Theme</p> <p>Generalizations Particulars</p> <p>Blob idea</p> <p>Structure</p> <p>External events Internal feelings</p>

		(in a memoir this is the writer)? How do writers show both the external events and internal feelings of a story?		Story Mountain Timeline
		How can adding revealing details to a short text help support a writer's message?	Session X pg. 129	Emblematic
		How do writers structure their writing into paragraphs?	Sessions XI pg. 143	Expository
		How do writers read their work to revise carefully and deliberately?	Session XII pg. 159	Revision
		What is a metaphor? How can one small detail represent a bigger message?	Session XIII pg. 175	Metaphor
		How does reading out loud help writers edit their work for sound?	Session XIV pg. 187	Edit Punctuation
		What do writers do at an Author's Celebration?	Session XV pg. 197	