

Pacing Guide
Grade: 5th Grade

Unit 1- Launching the Writing Workshop

GLCEs

Students will ...

W.PR.05.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.05.02 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., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03 Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent mechanically sound paragraphs when writing compositions.

W.GR.05.01 Students will in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

W.PS.05.01 Students will exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.SP.05.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). 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.05.01 Students will be enthusiastic about writing and learning to write.

W.HW.05.01 Students will write neat and legible compositions.

What *BIG IDEAS* will be considered?

- Writing workshop and writing conferences have a structure.
- Writers build, carry with them, and use a repertoire of writing strategies.
- Writers use a writing process: brainstorm, draft, revise, edit and publish.
- To improve your writing you can study and imitate the published authors.

Week	Essential Questions	Scaffolding Questions	Genre/ Calkins Sessions	Key Writing Vocabulary
Week #2	<ul style="list-style-type: none"> • Where do writing ideas come from? • Where does a writer record their ideas? • How does a writer choose a seed idea? • Why do writers draft? 	<p>What are strategies for generating journal entries?</p> <p>How does a writer focus their story in scenes?</p> <p>What are the ways a writer talks about their writing in a conference?</p> <p>Where do writers find seed ideas to develop bit-by-bit into a story?</p> <p>How can a writer use published writing (mentor text) to improve their work?</p>	<p>Genre: Personal Narrative</p> <p>Sessions as needed * see note below *</p>	<p>Workshop Small Moments Conference Writing process Draft Revise Edit Publish</p>

Note: In this unit writers are asked and taught to call upon strategies they already know for generating personal narrative- therefore the teacher needs to discover what they have internalized from previous instruction. The teacher can do this by getting a fresh writing sample from each student. Teachers can ask their students to write a personal narrative (with no support) then collect and assess the pieces. These beginning of the year writing samples will help teachers determine if their group of writers (could be the whole class or small groups) would benefit from a re-teaching of sessions from unit 1- *Launching the Writing Workshop*.

Unit 2- Raising the Quality of Narrative Writing

GLCEs

Students will ...

W.GN.05.01 Students will write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.

W.PR.05.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational genre.

W.PR.05.02 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., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03 Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent mechanically sound paragraphs when writing compositions.

W.PR.05.04 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., position/evidence organizational pattern, craft such as titles, leads, endings and powerful verbs).

W.PR.05.05 Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade-level checklists both individually and in groups.

W.PS.05.01 Students will exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.GR.05.01 Students will in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

W.SP.05.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). 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.05.01 Students will be enthusiastic about writing and learning to write.

W.HW.05.01 Students will write neat and legible compositions.

What **BIG IDEAS** will be considered?

- Writers develop and use a repertoire of writing strategies.
- What you learn from writing past pieces will help you write better new (and future) pieces.
- Powerful personal narrative stories use emotion and have a story arc.
- Personal narrative stories are actually several small moments linked together.
- Writers study mentor texts as a way to improve their writing.
- Narrative writers use the writing process: brainstorm, draft, revise, edit and publish.

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 #3-7	<ul style="list-style-type: none"> • What is a personal narrative? • What writing strategies do personal narrative writer’s use? • Why do writers study the work of other author’s? • What is revising and editing? • How do personal narrative writers revise and edit? 	<p>What is a strategy writer’s use when they want to make their writing more powerful? What did this author do that I could do in order to make my writing more powerful?</p> <p>What strategies for writing personal narrative do you already know? How do writers using turning points to brainstorm story ideas for personal narratives? What questions do writers ask themselves to find turning points?</p> <p>How can you use strong feelings and emotions to help you find story ideas?</p> <p>What things did you learn about writing while working on a past piece that will help you write a new piece? What are your goals for this writing based on strategies you used in the past?</p> <p>How can you determine the significance of a seed idea to develop it into a story? How do writing partners work? How can a partner help you during your writing process?</p>	<p>Genre: Personal Narrative</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p>	<p>Narrative Mentor Authors Mentor Texts Writing</p> <p>Entries Strategies Turning points</p> <p>Listing Sketch</p> <p>Draft Seed ideas</p> <p>Writing partner Active listening</p>

	<p>What strategies can you use to monitor your writing process? How can you focus your seed idea for story angle and meaning?</p>	Session VI	Story angle
	<p>How can mentor authors and texts help you draft and revise your lead? What are strategies for writing personal narrative leads?</p>	Session VII	Leads Draft Revise
	<p>Why do authors write from the narrator's point-of-view?</p>	Session VIII	Narrator Point of View 1 st person
	<p>How can you add the internal story to your personal narrative? How do you build balance between the internal and external story in the narrative?</p>	Session IX	Internal story External story
	<p>How do writers use time travel in their narrative? How/when and where can writers add remembering and fantasizing to their personal narrative?</p>	Session X	Flashback Flash forward
	<p>What is a story arc/mountain? How does the story arc/mountain help you write a personal narrative? Why should a personal narrative have a story arc/mountain? Where is the emotion of your personal narrative represented on the story arc/mountain?</p>	Session XI	Story arc Story mountain
	<p>How does a writer end a personal narrative? How do you determine the resolution of your personal narrative? What do endings do for the reader?</p>	Session XII	Resolution
	<p>What are some strategies for revising?</p>	Session XIII	Revise

		<p>What are some tools for revising? What do writers do when they edit? How can editing for punctuation help me tighten and clean up my writing? How can I learn about punctuation from mentor authors/mentor texts?</p> <p>How can writers share their stories? What is an author's celebration? (or "Publishing Party")</p>	<p>Session XIV</p>	<p>Writing process Writing Partner Edit Punctuation Commas</p> <p>Publishing Author celebration Audience</p>
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Unit 3- Breathing Life Into Essays

GLCEs

Students will ...

W.GN.05.03 Students will write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.

W.PR.05.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational genre.

W.PR.05.02 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., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03 Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent mechanically sound paragraphs when writing compositions.

W.PR.05.04 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., position/evidence organizational pattern, craft such as titles, leads, endings and powerful verbs).

W.PR.05.05 Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade-level checklists both individually and in groups.

W.PS.05.01 Students will exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.GR.05.01 Students will in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

W.SP.05.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). 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.05.01 Students will be enthusiastic about writing and learning to write.

W.HW.05.01 Students will write neat and legible compositions.

What **BIG IDEAS** will be considered?

- Writers have a set of strategies they use when writing an essay.
- Essays are organized and held together by ideas.
- A thesis supports the claims made in an essay.
- Essay writers use the writing process: brainstorm, draft, revise, edit and publish.

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Session	Key Writing Vocabulary
Weeks #8-16	<ul style="list-style-type: none"> • What is an essay? • Where do essay ideas come from? • What strategies do writers use to compose essays? • Why do writers write essays? 	<p>Where do essayists find topics or ideas for their writing? How can I observe the world around me to find ideas for essays? What kinds of questions can I ask myself to push my observations into ideas or thoughts?</p> <p>What are strategies for generating more essay ideas? What can you do as an essayist to push yourself to move from noticing to thinking about things around you?</p> <p>How are essays different from personal narratives? What is an essay and how is it organized? Why would you want to write an essay? What are the characteristics of narrative and non-narrative stories?</p> <p>What phrases can I use as I talk to myself about my essay to push my thinking? How can I grow my thoughts deeper about my observations?</p> <p>Why do essayists revisit their narrative entries when searching for essay ideas? What questions can an essayist ask about their narrative entries to help inspire essay ideas?</p>	<p>Genre: Essay</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p>	<p>Essay Essayists Observations Entries</p> <p>Generating Observing</p> <p>Essay Narrative Non-Narrative Reasons Examples Categories</p> <p>Conversational prompts</p> <p>Reread Reflect Inspire</p>

		<p>What is a thesis statement? What do thesis statements sound like? How does an essayist write a thesis statement? What questions can you ask while rereading to find your seed idea? How can you monitor your writing process?</p> <p>What do essayists do to plan their thinking before they draft? How can you use frames to develop your essay draft? How can you use bullets to develop your essay draft?</p> <p>When can I reread and revise my essay? What is the purpose of free writing as a strategy for developing your essay? Why is rethinking an effective strategy for revising your essay?</p> <p>How do essayists support their thesis statements? What craft techniques do essayists use to prove their thesis statement? How can an essayist use mini-stories to support their thesis?</p> <p>How can an essayist prove their thesis statement? Why does an essayist use an outside source(s) to support their essay's thesis statement?</p> <p>What is another strategy essayists use to support their thesis statement? How can repeating a key phrase add support to your thesis statement?</p>	<p>Session VI</p> <p>Session VII <i>(*page 106 has more examples of ways to support thesis statements)</i></p> <p>Session VIII</p> <p>Session IX <i>(*page 106 has more examples of ways to support thesis statements)</i></p> <p>Session X</p> <p>Session XI</p>	<p>Reread Thesis statement Seed idea</p> <p>Frames Boxes Bullets</p> <p>Thesis statement Free-write Rethink</p> <p>Thesis statement Claim Support</p> <p>Thesis statement Claim Support Outside source</p> <p>Revising Parallelism Lists Mentor text</p>
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		<p>Why is it important to revise the exact truth into your essay? What can essayists do to their essay to help revise in truth? What questions can essayists ask of their writing?</p>	Session XII	
		<p>What are other strategies essayists use to support their thesis statement? Where can you find support for thesis statements?</p>	Session XIII	<p>Thesis statement Observations Interviews Statistics</p>
		<p>How can you get organized to draft your essay? What questions do you ask before you draft your essay?</p>	Session XIV	Draft
		<p>How do essayists organize their draft into a cohesive essay? What craft techniques help hold an essay together? How does an essayist determine the order of their draft?</p>	Session XV	Order of ideas
		<p>What are strategies for writing an introduction and conclusion and conclusion for your essay? What should the introduction and conclusion do for the essay or for the reader?</p>	Session XVI	<p>Introductions Conclusions Phrases</p>
		<p>How can writers share their essays? What is an author's celebration?</p>	Session XVII	<p>Author celebration Publishing</p>

Unit 4- Writing Fiction: Big Dreams, Tall Ambitions

GLCEs

Students will ...

W.GN.05.01 Students will write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.

W.PR.05.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational genre.

W.PR.05.02 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., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03 Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent mechanically sound paragraphs when writing compositions.

W.PR.05.04 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., position/evidence organizational pattern, craft such as titles, leads, endings and powerful verbs).

W.PR.05.05 Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade-level checklists both individually and in groups.

W.PS.05.01 Students will exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.GR.05.01 Students will in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

W.SP.05.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). 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.05.01 Students will be enthusiastic about writing and learning to write.

W.HW.05.01 Students will write neat and legible compositions.

What **BIG IDEAS** will be considered?

- Fiction writers have strategies that help them find stories everywhere.
- Fiction writers take time to rehearse their stories before drafting, get to know their characters, and thoughtfully create a story mountain.
- Character, setting, and plot are the key elements in writing fiction.
- Writers show versus tell a fiction story.
- Writers revise and edit several times with different lenses.
- Fiction writers use the writing process: brainstorm, draft, revise, edit and publish.

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Session	Key Writing Vocabulary
Weeks #17-23	<ul style="list-style-type: none"> • What is fiction? • What strategies do fiction writers use to find ideas? • How do fiction writers plan a piece their writing? • What are the strategies for writing fiction? • Why do writers study mentor texts? 	<p>Where do fiction writers get ideas for stories? What can writers observe in their own lives that they can turn into a fiction entry?</p> <p>What kinds of stories (books) do you wish existed in the world? What issues in our own life can become a story idea?</p> <p>How do fiction writers choose their seed idea? What are believable internal characteristics of a character? What are believable external characteristics of a character?</p> <p>What are some other things writers need to consider when creating a character? What are your character's motivations? What are your character's strengths? How can we turn the character's motivations and struggles into scenes?</p> <p>How do fiction writers plan out their story before drafting? What is a story mountain?</p>	<p>Genre: Realistic Fiction</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p>	<p>Fiction Realistic Fiction Writer's Notebook Entries</p> <p>Rehearse Believable Characters Internal Features External Features</p> <p>Struggles Motivations Scenes Vignettes</p> <p>Timelines Plotting Plot Lines</p>

		<p>How does a writer create a story mountain? What are the parts of the story mountain? How are scenes in a fiction story like small moments in your narrative story?</p> <p>What is a story scene? What strategies do fiction writers use to create scenes in their story? What is the difference between a summary and a scene?</p> <p>How do fiction writers help their reader experience their story? How does pretending to be the character help fiction writers' writer their draft?</p> <p>What can I learn by reading the works of other fiction writers? How do fiction writers craft leads? What are some strategies writers use to craft leads for their stories/scenes?</p> <p>Why is the setting in a piece of fiction important? Why is it important for the fiction writer to stay in the scene making sure all the action and dialogue are grounded in the setting? How do writers draw the setting out in their fiction stories?</p> <p>What can I learn by reading the works of other fiction writers? How do fiction writers craft endings? What is the role (job) of an ending in a piece of fiction?</p>	<p>Session VI</p> <p>Session VII</p> <p>Session VIII</p> <p>Session IX</p> <p>Session X</p>	<p>Story Mountain Story Arc</p> <p>Small Moments Scenes Drama or Dramatic Dialogue Action Summary Showing not Telling Point of View First Person Pretend</p> <p>Mentor Texts Mentor Authors Leads Revise</p> <p>Setting "Stay in scene"</p> <p>Endings</p>
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		<p>What are some strategies writers use to craft endings?</p> <p>What does it mean for a writer to reread with (or looking through) a lens? How do writers revise this way? What lenses could you reread your piece with?</p>	Session XI	Revision with a lens
		<p>How do writers create spaces for their work? Why is it important to have a writing space? What lessons have you learned about writing that you bring to write every new piece? How do writers use their writer's notebook as a resource?</p>	Session XII	Writing spaces
		<p>What can I learn by reading the works of other fiction writers? How do writers show rather than tell in their writing? Where can you add actions and revealing details in your piece of fiction?</p>	Session XIII	Mentor texts Actions Revealing Details
		<p>What does it mean for a writer to reread with (or looking through) a lens? Why do writers edit this way? What lenses could you reread your piece with? Why is it important to reread your story several times/</p>	Session XIV	Editing with a lens
		<p>How can writers celebrate and share their work? What is an anthology?</p>	Session XV	Publishing Anthology

Unit 5- Literary Essays: Writing About Reading

GLCEs

Students will ...

W.GN.05.03 Students will write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence, organizational pattern) using multiple headings and subheadings.

W.PR.05.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational genre.

W.PR.05.02 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., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03 Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent mechanically sound paragraphs when writing compositions.

W.PR.05.04 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., position/evidence organizational pattern, craft such as titles, leads, endings and powerful verbs).

W.PR.05.05 Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade-level checklists both individually and in groups.

W.RP.05.03 Students will respond to multiple text types listened to or viewed knowledgeably, by discussion, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.

W.PS.05.01 Students will exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.GR.05.01 Students will in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

W.SP.05.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). 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.05.01 Students will be enthusiastic about writing and learning to write.

W.HW.05.01 Students will write neat and legible compositions.

What **BIG IDEAS** will be considered?

- Literary essayists have a set of strategies they use to guide their writing.
- Writers study text characters closely to find topic ideas for their literary essay.
- A thesis (claim) organizes and holds together the evidence in a literacy essay.
- Literary essayists use the writing process: brainstorm, draft, revise, edit and publish.

Weeks	Essential Questions	Scaffolding Questions	Genre/ Calkins Session	Key Writing Vocabulary
Weeks #24-29	<ul style="list-style-type: none"> • What is a literary essay? • How is a literary essay like and different from an essay? • Where do literary essay ideas come from? • What strategies do writers use to compose literary essays? • Why do writers write literary essays? 	<p>*Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*</p> <p>Why do we envision the stories we read (make movies in our mind)? What connects you with a character? What does it mean to 'write inside' the story?</p> <p>Why should writers pay attention to detail when they read? What are story details? How can we capture our reactions to the details? What does it mean to be a 'wide awake' reader?</p> <p>What is the most important element/feature in a literary essay? What elements of the character merit closer study? How can we see the world through the character's eyes (empathize)?</p> <p>What strategies can you use to elaborate on your character? What conversational prompts can you use to guide your thinking?</p> <p>Why do we need to think about the choices an author makes? What question(s) can we as literary essayists ask ourselves about our text or</p>	<p>Genre: Literary Essay</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p>	<p>Envision Mental movie Character</p> <p>Detail Wide awake reader Post-it-notes</p> <p>Character Empathize</p> <p>Elaborate Conversational prompts</p> <p>Interpret</p>

		<p>other's text? How can we interpret what the story is really about?</p> <p>What is a strategy literary essayist use to connect personally to the text? Where can you look to discover the issues (themes) in your life? What new lens can you, as a literary essayist, use when you reread a text? What other strategies could you, as a literary essayist, use to generate entries about the text you read?</p> <p>Where could you find the seed idea for your literary essay seed idea? How do you know if a journal entry is a thesis seed idea? How do you test a literary thesis statement? What questions could you, as a literary essayist, use to test your thesis statement?</p> <p>Why do literary essayists revise their thesis statement? How can you use boxes and bullets to plan what your paragraphs need to say to support the thesis statement? What questions could you, as a literary essayist, ask yourself to help you see potential problems in the thesis statement?</p> <p>What is a topic sentence? How can you, as the literary essayist, use small moments (or ministories) to support the topic sentence? What are the steps to show not tell? How can making a timeline help add details to support the topic sentence?</p>	<p>Session VI</p> <p>Session VII</p> <p>Session VIII</p> <p>Session IX</p>	<p>Life themes Lens</p> <p>Thesis statement Seed idea</p> <p>Boxes Bullets Critical eye</p> <p>Topic sentence Small moments Timeline Details Show vs. tell</p>
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		<p>What does it mean to angle the ministories to support your thesis? How can you change the angle to support your thesis?</p> <p>What does a literary essayist use to support their claims? What are the elements of a summary? What are the strategies for writing a literary essay summary? Why do we want to reread and revise a summary?</p> <p>Why do we want to write for the reader's eyes and ears? How can a list hold a literary essay together? Where does a literary essayist get ideas for their list? What is the strategy for using a list in a literary essay? What are the strategies you, as a literary essayist, can use to support your claims?</p> <p>Why do literary essayists study the techniques (literary device) of authors? How can we study an author's technique?</p> <p>What do literary essayists do before drafting? Where can you, as a literary essayist, get ideas for your draft? What strategy can you use to study a literary essay example?</p> <p>What is the purpose of a literary essay lead? What are the strategies that you, as a literary essayist, can use to write a lead sentence? What are the strategies that you, as a literary</p>	<p>Session X</p> <p>Session XI</p> <p>Session XII</p> <p>Session XIII</p> <p>Session XIV</p>	<p>Angle Support</p> <p>Summary Revise</p> <p>List</p> <p>Literary device</p> <p>Box the parts Draft</p> <p>Lead Conclusion</p>
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		essayist, can use to write a concluding sentence? How can writers celebrate and share their work?	Session XV	Book talk
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Unit 6- Memoir: The Art of Writing Well

GLCEs

Students will ...

W.GN.05.01 Students will write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.

W.PR.05.01 Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational genre.

W.PR.05.02 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., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03 Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent mechanically sound paragraphs when writing compositions.

W.PR.05.04 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., position/evidence organizational pattern, craft such as titles, leads, endings and powerful verbs).

W.PR.05.05 Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade-level checklists both individually and in groups.

W.PS.05.01 Students will exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.GR.05.01 Students will in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

W.SP.05.01 Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). 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.05.01 Students will be enthusiastic about writing and learning to write.

W.HW.05.01 Students will write neat and legible compositions.

What **BIG IDEAS** will be considered?

- Memoir writers use all of their writing strategies as they discover their life topics.
- Memoir writers write smaller the bigger the topic.
- Writers can write to learn as they explore their emerging ideas.
- Writers use mentor texts for ideas on developing their memoir structure.
- Memoir writers use the writing process: brainstorm, draft, revise, edit and publish.

Weeks	Essential Questions	Scaffolding Questions *Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes.*	Genre/ Calkins Session	Key Writing Vocabulary
Weeks #30-36	<ul style="list-style-type: none"> • What is memoir? • How is a memoir like and different from a personal narrative? • Where do memoir ideas come from? • What strategies do writers use to compose their memoir? • Why do writers write memoirs? 	<p>What is a strategy for finding one of your life topics? What strategies could you use to find patterns in your journal entries?</p> <p>What does it mean, “the bigger the meaning, the smaller you write”? What is a generalization (giant writing)? What is a particular (tiny writing)? How can you write big in your memoir? How can you write small in your memoir?</p> <p>What strategies can you use to write with more depth? Why do memoir writers want to generate questions about their life topic? What does it mean to write with depth?</p> <p>What strategy can writers use to go deeper into their thoughts and feelings? How does free writing help memoir writers? What strategies can you use to write with more depth?</p>	<p>Genre: Memoir</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p>	<p>Life topic</p> <p>Generalization Particular</p> <p>Depth</p> <p>Free writing Depth</p>

		<p>What are strategies for generating seed ideas for a memoir? What are the strategies for focusing the memoir?</p>	Session V	Seed idea Focusing
		<p>How can a writer discover the different structures of memoirs? What are some ways a writer can structure a memoir?</p>	Session VI	Structure
		<p>Why does a writer confer with him/herself? What is the purpose of rereading? What are the questions can a memoir write ask him/herself when rereading?</p>	Session VII	Conference Reread
		<p>Why do writers want to inspire themselves before drafting? How can you, as a memoir writer, use boxes and bullets raise the quality of your rough draft?</p>	Session VIII	Inspire Boxes and bullets
		<p>How do writers use a story mountain to develop the memoir story line? What questioning strategies can you, as a memoir writer, as yourself to add feeling/emotion in your story? How do memoir writers develop the interior story line? Where do memoir writers find the exterior story line?</p>	Session IX	Story mountain Interior story line Exterior story line
		<p>Why does a memoir writer choose to reveal details about the character (themselves)? What is the purpose of the details a writer adds to a memoir?</p>	Session X	Details Character

		<p>Why do writers when writing about ideas, such as those in a memoir, need to have a planned structure? Why do memoir writers need to generate a lot of ideas before selecting a structure? What structure choices can memoir writers make? How can a memoir writer use boxes and bullets? How can a memoir writer use journey of thought?</p>	Session XI	<p>Structure Boxes and bullets Journey of thought</p>
		<p>What types of reading does a memoir writer do during drafting? Why does a memoir writer want to read before revising?</p>	Session XII	<p>Reading Draft Revise</p>
		<p>How can a memoir writer use a metaphor in their writing? What is the importance of using a metaphor in writing a memoir? What strategies does a writer use to create a metaphor for their memoir?</p>	Session XIII	Metaphor
		<p>What editing strategies do memoir writers use? What is the purpose of reading the revised draft aloud?</p>	Session XIV	<p>Edit Read aloud</p>
		<p>How can writers celebrate and share their work?</p>	Session XV	<p>Read aloud Choral response</p>