

UNIT: “HOW TO WRITE A MEMOIR”

<p>ANCHOR TEXT “How to Write a Memoir” from <i>The American Scholar</i>, William Zinsser (informational)</p> <p>RELATED TEXTS <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “Eleven,” Sandra Cisneros • “Oranges,” Gary Soto (poem) • “Thank You Ma’am,” Langston Hughes • Excerpts from Peter Pan, J.M. Barrie • “Seventh Grade,” Gary Soto <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • Excerpts from <i>The Elements of Style (Illustrated)</i>, William Strunk, Jr. and E.B. White (e.g., “Chapter V: An Approach to Style”) • “Short Memoirs: Six Little Words Can be Revealing,” Doug Mason 	<p>UNIT FOCUS</p> <p>How do writers present the challenges that adolescents face as they grow up? Students will learn about the importance of memoirs and “coming of age” literature. Students will learn about the craft of writing memoirs and explore their own voice and style as a writer, observing firsthand the connection between reading and writing.</p> <p>Text Use: Read, comprehend, evaluate, and write memoirs</p> <p>Reading: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10</p> <p>Writing: W.7.2a-f, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.9a-b, W.7.10</p> <p>Speaking and Listening: SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4</p> <p>Language: L.7.1a-b; L.7.2a-b; L.7.3a; L.7.4a-d; L.7.5a-c, L.7.6</p>
<p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • “Advice from Stephen King,” Stephen King (Video) • “Advice for Writers” from <i>Rick Riordan.com</i>, Rick Riordan (Website) 	<p>CONTENTS</p> <p>Page 152: Text Set and Unit Focus</p> <p>Page 153: “How to Write a Memoir” Unit Overview</p> <p>Pages 154-156: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p>Page 157: ELA Instructional Framework</p> <p>Pages 158-168: Text Sequence and Use for Whole-Class Instruction</p>

“How to Write a Memoir” Unit Overview

Unit Focus

- **Topic:** Coming-of-age stories
- **Themes:** Evaluate the craft and importance of memoirs while considering personal exploration of transition and hope
- **Text Use:** Read, comprehend, evaluate, and write memoirs

Summative Unit Assessments

A **culminating writing task:**

- Comprehend memoirs
- Evaluate memoirs by applying the recommendations of other authors

A **cold-read assessment:**

- Read and understand complex texts
- Write in response to text

An **extension task:**

- Write memoirs
- Apply writing technique from strong models and expert guidance

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1** Paragraphs 1-21 of “How to Write a Memoir,” *The American Scholar* (sample tasks)
- **Lesson 2** “Eleven,” Paragraphs 7-8 of “How to Write a Memoir” (sample tasks)
- **Lesson 3** “Thank You Ma’am,” Paragraphs 12-13 of “How to Write a Memoir” (sample tasks)
- **Lesson 4** Paragraphs 22-37 of “How to Write a Memoir,” *The American Scholar*
- **Lesson 5** “Oranges,” Paragraphs 38-41 of “How to Write a Memoir,” “Short Memoirs: Six Little Words Can be Revealing” (sample tasks)
- **Lesson 6** “How to Write a Memoir,” *The American Scholar* (sample tasks)
- **Lesson 7** Independent Reading: Memoirs (sample tasks)
- **Lesson 8** Chapter 5, *The Elements of Style*
- **Lesson 9** Chapter 17, *Peter Pan*
- **Lesson 10** Independent Reading: Memoirs and student choice
- **Lesson 11** “How to Write a Memoir,” *The American Scholar*
- **Lesson 12** “How to Write a Memoir,” *The American Scholar* (cold-read assessment)
- **Lesson 13** “Seventh Grade” (culminating writing task)
- **Lesson 14** “How to Write a Memoir,” *The American Scholar* (extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

During this unit we read memoirs. In “How to Write a Memoir,” William Zinsser provides advice on how to write and organize a memoir. Consider the tone, style, voice, structure, and themes of the memoir you read independently. **(RI.7.2, RI.7.5, RI.7.6)** Does it support or contradict Zinsser’s suggestions for writing a memoir? **(RI.7.9)** Write an explanatory essay in which you examine whether the memoir you read follows the recommendations indicated by Zinsser. Convey your ideas through the selection, organization, and analysis of relevant content. **(W.7.2a-c, f)**

Teacher Note: *The completed writing should use grade-appropriate words and language that expresses ideas precisely and concisely, maintaining a formal tone and recognizing and eliminating wordiness and redundancy. Sentences should reflect variety. (L.7.1b) The completed writing should also demonstrate command of proper grammar and usage, punctuation, and spelling. (W.7.2d, e; L.7.2a-b; L.7.3a; L.7.6) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.7.4, W.7.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Coming-of-age stories • Themes: Evaluate the craft and importance of memoirs while considering personal exploration of transition and hope • Text Use: Read, comprehend, evaluate, and write memoirs 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Comprehending memoirs • Evaluating memoirs by applying the recommendations of other authors 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 12 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ ASSESSMENT²

Read “[Seventh Grade](#)” by Gary Soto independently and answer a combination of multiple-choice and constructed-response questions³ using evidence for all answers. Sample questions:

- Which statement best describes the central idea of the text? Which line from the text best supports the central idea? (RL.7.1, RL.7.2, RL.7.10)
- Analyze how the characters of this story interact and how their words or actions influence those of another character. Cite textual evidence to support your analysis. (RL.7.1, RL.7.3, RL.7.10)
- In “Seventh Grade,” the narrator indicates Victor’s changing emotions with, “The rosebuds of shame on his face became bouquets of love.” Interpret the meaning of the author’s use of figurative language and explain how its use impacts the tone of the story. (RL.7.4, L.7.4)
- Although Victor is the protagonist of “Seventh Grade,” other characters’ thoughts and feelings impact the story in significant ways. Analyze how the author develops and contrasts the points of view of the different characters, citing textual evidence to support your analysis. (RL.7.1, RL.7.6)
- Using context clues, determine the meaning of the word *sheepishly* from paragraph 54. (L.7.4a)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none">• Topic: Coming-of-age stories• Themes: Evaluate the craft and importance of memoirs while considering personal exploration of transition and hope• Text Use: Read, comprehend, evaluate, and write memoirs	<p>This task focuses on:</p> <ul style="list-style-type: none">• Reading and understanding complex texts• Writing in response to text	<p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks included)• Lesson 2 (sample tasks included)• Lesson 3 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 7 (sample tasks included)• Lesson 9• Lesson 13 (use this task)

² Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁴

“Writers are the custodians of memory.” What does William Zinsser mean by this statement? How does this apply to the “coming-of-age” literature read in this unit? Considering all of the advice on writing from the professional writers in this unit, what lessons have you learned about your voice and style in writing?

After reading several pieces about “growing up,” write a memoir based on a real and appropriate personal experience using the techniques outlined by Zinsser, Riordan, and Strunk and White, and captured on the Quality Criteria for Memoir Writing Checklist. Be sure to engage and orient your reader by establishing a point of view, introducing characters, and organizing a logical sequence. **(W.7.3a)** Use narrative techniques, such as dialogue, a variety of transition words, phrases and clauses, relative details and sensory language, and a conclusion that reflects “a universal truth.” **(W.7.3b-e)**

Teacher Note: The completed writing should use grade-appropriate language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Sentences should reflect variety, particularly that the student writer chose among simple, compound, complex, and compound-complex sentences. **(L.7.1b)** The completed writing should also demonstrate command of proper grammar, punctuation, and spelling. **(W.7.3d, L.7.2a-b, L.7.3a, L.7.6)** Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing. **(W.7.4, W.7.5)**

Another possible resource aimed at supporting student writers is [Spilling Ink: A Young Writer’s Handbook](#)⁵ by Anne Mazer and Ellen Potter.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: Coming-of-age stories• Themes: Evaluate the craft and importance of memoirs while considering personal exploration of transition and hope• Text Use: Read, comprehend, evaluate, and write memoirs	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Writing memoirs• Applying writing technique from strong models and expert guidance	What tasks help students learn it? <p>Read and understand the text:</p> <ul style="list-style-type: none">• Lesson 2 (sample tasks included)• Lesson 3 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 5 (sample tasks included)• Lesson 6 (sample tasks included)• Lesson 7 (sample tasks included)• Lesson 8• Lesson 14 (use this task)

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁵ <http://www.spillinginkthebook.com/the-book/>

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁶ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. Intervention for students below grade level using texts at their reading level,
2. Instruction for different learners using grade-level texts to support whole-class instruction,
3. Extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. Intervention for students below grade level,
2. Instruction for different learners to support whole-class instruction and meet grade-level writing standards,
3. Extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. Support growing reading ability by allowing students to read books at their reading level.
2. Encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1⁷:</p> <p>Paragraphs 1-21 of “How to Write a Memoir” from <i>The American Scholar</i>, William Zinsser</p>	<p>TEXT DESCRIPTION: In this informational text, William Zinsser explains the types of memoirs and provides advice to writers for how to write a memoir: be yourself, speak freely, and think small. He explores concepts of voice, point of view, writing as a record of memory and act of healing, and reducing decisions in writing. In this section, Zinsser focuses on “being yourself,” not a writer.</p> <p>TEXT FOCUS: As an anchor text, “How to Write a Memoir” provides students with the content knowledge to both write their own memoirs and evaluate memoirs they will read throughout the unit. Research on using mentor texts to teach writing can be found in Writing Next⁸. The text provides suggestions for improving writing practice, which students apply to their writing over the course of the unit and beyond. (RI.7.1, RI.7.2, RI.7.6, RI.7.10, W.7.3, W.7.10)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the text. Students explore the language and sentence structure of the text. Students identify the initial advice Zinsser is providing and begin a class list for collection of guidance throughout the unit.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the first section of the text in pairs and write a brief summary of the first section. (RI.7.2) • Using the first two paragraphs from the essay, have students identify the type of each sentence (i.e., simple, compound, complex, and compound-complex sentences). For each paragraph, have students work in pairs to explain how the different sentence types work together to build a main idea within the paragraph (L.7.1b) • As a class, use the above analysis to generate a discussion about the fragments in paragraph 1 (i.e., “Or my father. Or my grandmother. Or my grandfather”). Have students determine why the author chose this approach to engage readers. • Use sentences from the text to explain phrases (noun, verb, adjective, adverbial, and prepositional). (L.7.1a) For example, have students read the first sentence of the third paragraph, “My father, a businessman with no literary pretensions, wrote two family histories in his old age,” and explain the noun phrase “a businessman with no literary pretensions” in developing the character of the narrator’s father. (RI.7.3, L.7.1a)

⁷ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁸ <http://all4ed.org/reports-factsheets/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Then help students determine the meaning of words in context and their use and position in the sentence. (RI.7.1, RI.7.4, L.7.4a, L.7.6) For example, in the first paragraph, have students reread the fifth sentence (“As every parent knows, our children are not as fascinated by our fascinating lives as we are.”) and determine the different uses of “to fascinate” (i.e., one is based on the dictionary definition and one is based on placement in the sentence. (L.7.5c) Review the phrase, “Writers are custodians of memory” in the second paragraph. How does the second paragraph help students understand the use of the word “custodians” in this phrase? (RI.7.4) What other words and phrases in the paragraph clarify the meaning of “custodians”? (L.7.5b) Discuss the similarities and difference in how “custodians” is used in real life versus this text. Throughout the unit have students continue a similar process and help students apply new words and phrases to improve their own writing. (W.7.5, L.7.3a) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Work as a class to determine the main idea of this section of the text. Have students consider: <ul style="list-style-type: none"> What is Zinsser’s advice for writing a memoir? What claims and evidence does Zinsser use to support this advice? (RI.7.1, RI.7.8) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Begin a class list of memoir-writing techniques, stylistic elements, information, and writing advice gathered from the texts. Students should keep this list in their journals and the teacher should create a poster in the class that remains up and is added to throughout the course of the unit. (W.7.5) Label the list “Quality Criteria for Memoir Writing Checklist.” This list should include three columns. The first column contains the recommendations or advice, the second column should contain where the advice came from, and the third column should include examples of the advice (that students can again add on to throughout the unit as they see the advice play out in different texts).
<p>LESSON 2:</p> <p>“Eleven,” Sandra Cisneros</p> <p>Paragraphs 7-8 of “How to Write a Memoir”</p>	<p>TEXT DESCRIPTION: “Eleven” is a coming-of-age story that follows a young girl to school on her eleventh birthday. In it, she explains to the reader her theory that our ages are like rings of a tree within us. Inside we hold the emotions of every age we have been, and at times these feelings surface. In this section of “How to Write a Memoir” the author illustrates the importance and use of voice.</p> <p>TEXT FOCUS: “Eleven” not only connects to the coming-of-age focus of the unit, but Cisneros intentionally uses language to establish voice. In paragraphs 7-8 of “How to Write a Memoir,” Zinsser addresses the “matter of voice,” emphasizing that memoir writers be themselves. (RL.7.1, RL.7.2, RL.7.3) Students should read and understand “Eleven” and then work to evaluate Cisneros’ style against the suggestions provided in the anchor text. (RL.7.3, RI.7.3)</p>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>SAMPLE TASK:</p> <ul style="list-style-type: none"> • Access questions, vocabulary, and a writing task⁹ for “Eleven” by Sandra Cisneros (Note: <i>The questions, vocabulary, and writing task are aligned to grade 6 standards. Make sure to verify the alignment and make any necessary revisions prior to ensure the questions and tasks help students meet grade 7 standards.</i>) • After using the included tasks to help students make meaning of “Eleven,” have students read paragraphs 7-8 of “How to Write a Memoir.” Students should add on to their class list of memoir-writing guidance and identify Zinsser’s recommendations for the use of voice. • Then have students assess the use of voice in “Eleven” to find strong and weak examples of Zinsser’s advice.
<p>LESSON 3:</p> <p>“Thank You Ma’am,” Langston Hughes</p> <p>Paragraphs 12-13 of “How to Write a Memoir”</p>	<p><u>TEXT DESCRIPTION:</u> “Thank You Ma’am” depicts an unexpected response from an elderly woman to a boy’s attempt at snatching her purse. Instead of turning him in to authorities, she takes him in, cleans and feeds him, and then offers him money.</p> <p><u>TEXT FOCUS:</u> The point of view of this story is third-person limited from the boy, Roger’s, perspective. It is through his thoughts and feelings that we witness his life in transition to manhood, with the help of Mrs. Jones. In paragraphs 12-13 of the anchor text, Zinsser writes directly to the topic of telling a memoir from child or adult perspective. Students analyze the how the author develops the points of view of Roger and Mrs. Luella Bates Washington Jones and why he chose to present the scene from the boy’s viewpoint. (RL.7.1, RL.7.2, RL.7.6)</p> <p><u>MODEL TASKS</u></p> <p>SAMPLE TASK:</p> <ul style="list-style-type: none"> • Access a sample lesson¹⁰ for “Thank You Ma’am” that uses the Notice and Note signpost of Contrasts & Contradictions¹¹. The lesson begins on page 36 of the PDF, page 114 of the full text. After engaging students in the first reading and analysis of “Thank You Ma’am,” students should reread the text in groups or pairs multiple times for different purposes. Access additional questions, vocabulary, a writing task, and an exemplar response¹² for “Thank You Ma’am.” <i>Note: The questions and writing task are aligned to standards for a different grade level, so it is important that alignment to grade 7 standards is verified and/or revise the questions slightly so students meet standards for grade 7.</i>

⁹ <http://www.achievethecore.org/file/635>

¹⁰ http://www.heinemann.com/shared/onlineresources/E04693/NoticeNote_sample.pdf

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹² <http://www.achievethecore.org/file/602>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • After using the included tasks to help students make meaning of “Thank You Ma’am,” have students read paragraphs 12-13 of “How to Write a Memoir.” Students should add on to their class list of memoir-writing guidance and identify Zinsser’s recommendations for the use of perspective. • Then have students assess the use of adolescent and adult perspective in “Thank You Ma’am” to find strong and weak examples of Zinsser’s advice.
<p>LESSON 4:</p> <p>Paragraphs 22-37 of “How to Write a Memoir” from <i>The American Scholar</i>, William Zinsser</p>	<p>TEXT DESCRIPTION: In this informational text, William Zinsser explains the types of memoirs and provides advice to writers for how to write a memoir: be yourself, speak freely, and think small. He explores concepts of voice, point of view, writing as a record of memory and act of healing, and reducing decisions in writing. In this section of the text, Zinsser focuses on “speaking freely” and telling your own story, not someone else’s.</p> <p>TEXT FOCUS: Students should continue to develop an understanding of memoir writing by studying how Zinsser uses words and phrases and organizes his essay. (RI.7.4, RI.7.5) Students should continue to trace the claims and evidence used throughout this section to determine a second central idea in the text and a second piece of advice for student writing. (RI.7.2) Add any new techniques, stylistic elements, information, and advice to the class list.</p>
<p>LESSON 5:</p> <p>“Oranges,” Gary Soto</p> <p>Paragraphs 38-41 (begins with “My final reducing advice can be summed up in two words: think small.”) of “How to Write a Memoir”</p> <p>“Short Memoirs: Six Little Words Can be Revealing,” Doug Mason</p>	<p>TEXT DESCRIPTION: The poem, “Oranges,” beautifully captures the memory of a nervous first date and the help from a stranger that made it successful. The article, “Short Memoirs: Six Little Words Can be Revealing,” explores a magazine’s call for submissions of a six-word memoir and how few words can have a big impact. Paragraphs 36-39 of “How to Write a Memoir” advise to “think small” when considering topics for writing a memoir.</p> <p>TEXT FOCUS: “Oranges” gives students another opportunity to explore the challenges of growing up. Students analyze how the poem’s structure and language contribute to its meaning while exploring whether this poem supports Zinsser’s advice in paragraphs 36-39 to “think small.” (RL.7.1, RL.7.3, RL.7.4, RL.7.5, L.7.5a, c) After reading the poem, which describes a single memory, students read the short memoirs article, which supports the idea that small memories can have a large impact. After reading the article, have students analyze the interaction between the six-word memoir contest and the written responses. (RI.7.1, RI.7.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to “Oranges” as it is read aloud. Students reread “Oranges” in pairs. Students analyze the language and meaning of “Oranges.” Read and summarize paragraphs 38-41 and apply Zinsser’s advice to “Oranges.” Students read and analyze “Short Memoirs” in pairs. Students write their own short memoir.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Read “Oranges” aloud as students listen. They should not look at the text, rather they should listen and allow images to form in their mind without looking at the text. Then read the poem a second time as students follow along with the text. Work as a class to paraphrase the text. • Have students work in pairs or groups to analyze “Oranges” using the TP-CASTT strategy¹³, annotating the poem. Students should note the specific words and phrases, figurative language, and images the author uses. As a class discuss how language patterns and contrasts deepen their understanding of the setting, the speaker and his actions, and the saleslady and her actions. • Following the analysis, conduct a class discussion focused on the following: <ul style="list-style-type: none"> ○ Summarize what happens in this poem. Support any interpretations made with specific details from the poem. (RL.7.1, RL.7.2) ○ Interpret the following lines: “The lady’s eyes met mine,/And held them, knowing/Very well what it was all/About.” (RL.7.4, L.7.4a) What does each character in the poem understand at this moment? (RL.7.6) How does the poet establish the significance of this moment? (RL.7.5) How does this moment contribute to the development of a theme? (RL.7.2) ○ Explain how the language explains the setting. How does the setting affect the characters? How do they respond to the setting? (RL.7.3) Consider both literal and figurative interactions (e.g., LITERAL: It is cold outside, so the characters are bundled up; the sky is gray, so the color of the orange stands out and the need for warmth might cause someone to think the characters would be creating a fire to warm up; FIGURATIVE: despite the cold and unforgiving setting, the excitement of first love is keeping both the girl and the speaker warm—this is based on the red cheeks of the girl, the “fire” in the speaker’s hands). ○ How does the author use contrasting images (light/color vs. dark/dull and warm vs. cold) to develop a theme? Cite specific images and the lines on which you find them. ○ Interpret the following lines: “. . . from some distance/Someone might have thought/I was making a fire in my hands.” How does the poet use figurative language in these lines? (RL.7.4, L.7.4a, L.7.5a) ○ What is a theme of the poem and how does the author develop the theme? (RL.7.2) • Read the section from “How to Write a Memoir” aloud as students follow along.

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • As a class, summarize Zinsser’s advice to “think small.” Be sure to explain how Zinsser backs up this advice. Update the class chart on creating strong memoirs. (RI.7.2, RI.7.8) • Then, in small groups have students evaluate the effectiveness of his advice by applying it to “Oranges.” For example, consider the following statements from Zinsser: “Because they were important to me they also struck an emotional chord with readers, touching a universal truth that was important to them. [. . .] Remember: Your biggest stories will often have less to do with their subject than with their significance—not what you did in a certain situation, but how that situation affected you and shaped the person you became.” Does “Oranges” strike an emotional chord with readers? What “universal truth” is revealed through the poem? (RI.7.2) Describe how “Oranges” emphasizes the significance of the situation rather than the actual event. Assuming “Oranges” is autobiographical, how does the speaker reveal the significance of the event? (RI.7.6) • Have students read “Short Memoirs: Six Little Words Can be Revealing” in pairs or collaborative groups. • Have the partners or groups select 2-3 of the memoirs. Have them summarize the connections the article makes between the six-word memoirs and their respective authors. (RI.7.3) Then discuss the author’s purpose of each memoir. (RI.7.6) • Add techniques, effective stylistic elements, information, and writing advice gathered from “Oranges,” “How to Write a Memoir,” and “Short Memoirs” to the class Quality Criteria for Memoir Writing Checklist. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students create a written response for one of the discussion questions in the lesson above. Provide students with an answer frame¹⁴ to support them in organizing their writing. • Using the model and examples provided in “Short Memoirs: Six Little Words Can be Revealing,” have students “think small” and create a six-word memoir, using precise words and sensory language to convey a personal experience or event. (W.7.3d, L.7.3a) Have them share with a peer who can evaluate the memoir against the checklist and suggest revisions. (W.7.5) Then have students create a final draft before sharing with the class.
<p>LESSON 6:</p> <p>“How to Write a Memoir” from <i>The American Scholar</i>, William Zinsser</p>	<p>TEXT DESCRIPTION: In this informational text, William Zinsser explains the types of memoirs and provides advice to writers for how to write a memoir: be yourself, speak freely, and think small. He explores the concepts of voice, point of view, writing as a record of memory and act of healing, and reducing decisions in writing.</p> <p>TEXT FOCUS: Students should determine the central ideas of this text and how they are developed, as well as determine how Zinsser distinguishes his position on memoir writing from others. (RI.7.2, RI.7.6)</p>

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students reread the complete text. Students analyze the main ideas and support claims. Students build and fully update their Quality Criteria for Memoir Writing Checklist.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students reread the entire essay in pairs. (RI.7.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students analyze the text using the SOAPSTone strategy¹⁵ to consider how Zinsser organizes the text by sections to develop and elaborate the central ideas. (RI.7.2, RI.7.5) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conclude the lesson by having students work in pairs to provide a written response for the following question: Identify two or more central ideas of “How to Write a Memoir” and explain how the organization of the text develops the central ideas of the text. (RI.7.2, RI.7.5) Cite evidence from the text to support your response. (RI.7.1, W.7.9b, W.7.10) Provide students with an answer frame¹⁶ to support them in organizing their writing. • The author suggests a routine writing activity in paragraphs 41-42. Introduce the Extension Task topic (page 3) and have students use a journal or learning log to write routinely for the remainder of the unit as the author recommends. (W.7.3a-e, W.7.10) Students can use the SOAPSTone strategy¹⁷ and the Quality Criteria for Memoir Writing Checklist to focus their ideas before and during writing.
<p>LESSON 7:</p> <p>Independent Reading: Memoirs</p>	<p><u>TEXT DESCRIPTION:</u> The selection of memoirs for independent reading should relate to the unit focus, coming of age, and lives in transition. Be sure the choices for independent reading are appropriate for the individual students and within the grades 6-8 text-complexity band or above for advanced readers.</p> <p><u>TEXT FOCUS:</u> Students are given the opportunity to independently read texts that relate to the unit focus but are also memoirs, the subject of the anchor text. The instructional opportunities for these texts include determining central idea, analyzing author’s structure and purpose, analyzing the interactions between individuals, events, and ideas in a text, and determining the meanings of words and phrases as they are used in a text. (RI.7.1, RI.7.2, RI. 7.3, RI.7.4, RI.7.5, RI.7.6) As students participate in literature circles, they will engage effectively in a range of collaborative discussions about the text; present claims and findings with relevant facts, details, and examples from the text;- and write routinely over extended time frames. (SL.7.1a-d, SL.7.4, W.7.9b, W.7.10)</p>

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Create structured independent reading of memoirs. As students are reading the same text, provide opportunities for them to collaborate in reading and analyzing the texts. Note: <i>Be sure the choices for independent reading are appropriate for the individual students and within the grades 6-8 text-complexity band or above for advanced readers.</i> <p>Sample memoirs to use in the class:</p> <ul style="list-style-type: none"> ○ <i>A Summer Life</i>, Gary Soto ○ <i>At the End of Words: A Daughter’s Memoir</i>, Miriam Stone ○ <i>Bad Boy: A Memoir</i>, Walter Dean Myers ○ <i>Chinese Cinderella</i>, Adeline Yen Mah ○ <i>The Circuit</i>, Francisco Jimenez ○ <i>Guts</i>, Gary Paulsen ○ <i>Growing Up</i>, Russell Baker ○ <i>Persepolis</i>, Marjane Satrapi ○ <i>Stitches</i>, David Small ○ <i>Zlata’s Diary</i>, Zlata Filipovic <ul style="list-style-type: none"> • Have students set a schedule and goals for their reading and keep track of it in a reading log or journal. • As students encounter words that impede their ability to read the memoir, have students select 3 to 4 of those words and work with a partner reading the same text to understand the meaning and record their efforts in their reading log or journal. (L.7.6) This should be ongoing throughout the reading of their memoir. Example process for working with vocabulary in the memoirs: Define the words in context and verify the meanings with your partner. (RI.7.4; L.7.4a, d) Then analyze the words through semantic mapping¹⁸, verify their part of speech, identify how Greek or Latin affixes and roots provide clues to a word’s meaning, and recognize the relationship between particular words and their associations. (L.7.4b, c; L.7.5b, c) Evaluate how the use of the words contributes to reader interest and consider how to emulate the same word use in their own writing.

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Students will complete assignments with the texts (independently or in groups). In addition to tasks to support student understanding of the text, tasks should focus on recording lessons learned about writing and memoirs that support or contradict the anchor text and the Checklist for Quality they are building. Have students track their understanding of the text in a reading log or journal. The reading log can be digital through a platform such as My Big Campus¹⁹, Reading Rewards²⁰, or Edmodo²¹, allowing students to share their thoughts and interact with others reading the same text using technology. (W.7.6) Provide time and discussion tasks for students reading the same text using literature circles²². Prompt students to come prepared to each discussion with a series of thick and thin questions^{23,24} they would like to discuss. (SL.7.1a-d) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> When students are done reading their memoirs, have them present their texts to the class. For example, students may conduct a multimedia book talk presentation (examples²⁵), create a commercial for their book, or write and film an interview with the main character of their book.
<p>LESSON 8:</p> <p>“Chapter V: An Approach to Style” Excerpts from <i>The Elements of Style (Illustrated)</i>, William Strunk, Jr. and E.B. White</p>	<p>TEXT DESCRIPTION: This particular chapter of the writing guide focuses on style, providing twenty-one “suggestions and cautionary hints” for writers. The author provides explanations of each suggestion and some examples where applicable.</p> <p>TEXT FOCUS: This text provides students with knowledge about the craft of writing from professional writers. Students should compare how Strunk and White shape their presentations of key information and emphasize evidence differently from Zinsser. (RI.7.1, RI.7.2, RI.7.9) Review the Quality Criteria for Memoir Writing Checklist and add additional strategies, techniques, and advice gained from this text.</p>

¹⁹ <http://www.mybigcampus.com/>

²⁰ <http://www.reading-rewards.com/reading-program/log-reading.html>

²¹ <https://www.edmodo.com/>

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²³ http://reading.ecb.org/downloads/qu_lp_ThickandThinQuestions.pdf

²⁴ <http://anwsu.org/reading%20resource/thickthin/thickthin.pdf>

²⁵ <http://mcya.wikispaces.com/Digital+Book+Reports>

TEXT SEQUENCE	TEXT USE
<p>LESSON 9:</p> <p>“Chapter 17: When Wendy Grew Up” or other excerpts from Peter Pan, J.M. Barrie</p>	<p>TEXT DESCRIPTION: In this final chapter of the familiar tale, the Lost Boys are taken in by the Darlings and eventually grow up. As Wendy arranges to return to Neverland every spring, she promises Peter to never grow up, but she ultimately chooses adulthood, becoming a mother herself.</p> <p>TEXT FOCUS: The excerpt from this novel provides students with regular practice with complex text about “coming of age,” as one character accepts adulthood and one rejects it. (RL.7.10)</p>
<p>LESSON 10:</p> <p>Independent Reading: Memoirs and student choice of one of the literary texts from the unit (i.e., “Thank You Ma’am,” Langston Hughes, “Oranges,” Gary Soto, or an excerpt from <i>Peter Pan</i>, J. M. Barrie)</p>	<p>TEXT DESCRIPTION: Students exercise choice in selecting the literary text based on their understanding of their memoir.</p> <p>TEXT FOCUS: Students work collaboratively to select a literary text based on opportunities for comparing or contrasting the content, perspective/purpose, and/or writing techniques and style to the memoir they are reading. (RL.7.2, RL.7.4, RL.7.6, RI.7.4, RI.7.6, RI.7.9, L.7.5a, c) Students should independently write a brief essay comparing and contrasting an element of each text and the approach each author takes. (W.7.2a-f, W.7.9a-b, W.7.10)</p>
<p>LESSON 11:</p> <p>“Advice from Stephen King,” Stephen King</p> <p>“Advice for Writers” from <i>Rick Riordan.com</i>, Rick Riordan</p> <p>“How to Write a Memoir” from <i>The American Scholar</i>, William Zinsser</p>	<p>TEXT DESCRIPTION: In this video, Stephen King offers his advice for young people who are considering careers as writers: read and write often. Rick Riordan offers the same advice and much more on his website.</p> <p>TEXT FOCUS: This video and website provide students with knowledge about the craft of writing from professional writers. Students should compare how these authors shape their presentations of key information and emphasize evidence differently from Zinsser. (RI.7.1, RI.7.2, RI.7.9, SL.7.2, SL.7.3) Review the Quality Criteria for Memoir Writing Checklist and add additional strategies, techniques, and advice gained from these texts.</p>
<p>LESSON 12:</p> <p>“How to Write a Memoir” from <i>The American Scholar</i>, William Zinsser</p> <p>Independent Reading: Memoirs</p>	<p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 13:</p> <p>“Seventh Grade,” Gary Soto</p>	<p><u>TEXT DESCRIPTION:</u> In this coming-of-age story Victor tries to impress a girl on the first day of seventh grade by pretending to speak French with his teacher. This teacher, remembering what it was like to be a young teen, not only refrains from embarrassing Victor, but he goes along with the rouse.</p> <p><u>TEXT FOCUS:</u> “Seventh Grade” not only connects to the coming-of-age focus of the unit, but the story provides students with the opportunity to determine central idea, analyze how the characters of the story interact, interpret the meaning and use of figurative language, and analyze how the author develops the points of view of different characters. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5)</p> <p><u>MODEL TASKS</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Assessment</p>
<p>LESSON 14:</p> <p>“How to Write a Memoir,” <i>The American Scholar</i>, William Zinsser</p> <p>Independent Reading: Memoirs</p>	<p><u>TEXT DESCRIPTION:</u> The memoirs for independent reading relate to the unit focus, coming of age and lives in transition. The choices for independent reading are within the grade-band.</p> <p><u>TEXT FOCUS:</u> Students independently read texts that relate to the unit focus but are also memoirs, the subject of the anchor text. Through literature circles, the students determined central idea; analyzed author’s structure and purpose; analyzed the interactions between individuals, events, and ideas in a text; and determined the meanings of words and phrases as they are used in a text. (RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6) As students participated in literature circles, they engaged effectively in a range of collaborative discussions about the text; presented claims and findings with relevant facts, details, and examples from the text; and wrote routinely over extended time frames.(SL.7.1, SL.7.4, W.7.10)</p> <p><u>MODEL TASKS</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>