

Next Generation Assessment Edition

8

STRATEGIES FOR  
**writers**



ZB

# Hi, there!

## We're your *Strategies for Writers* Writing Partners!

We're here to guide you step-by-step through the stages of the writing process: Prewrite, Draft, Revise, Edit, and Publish.

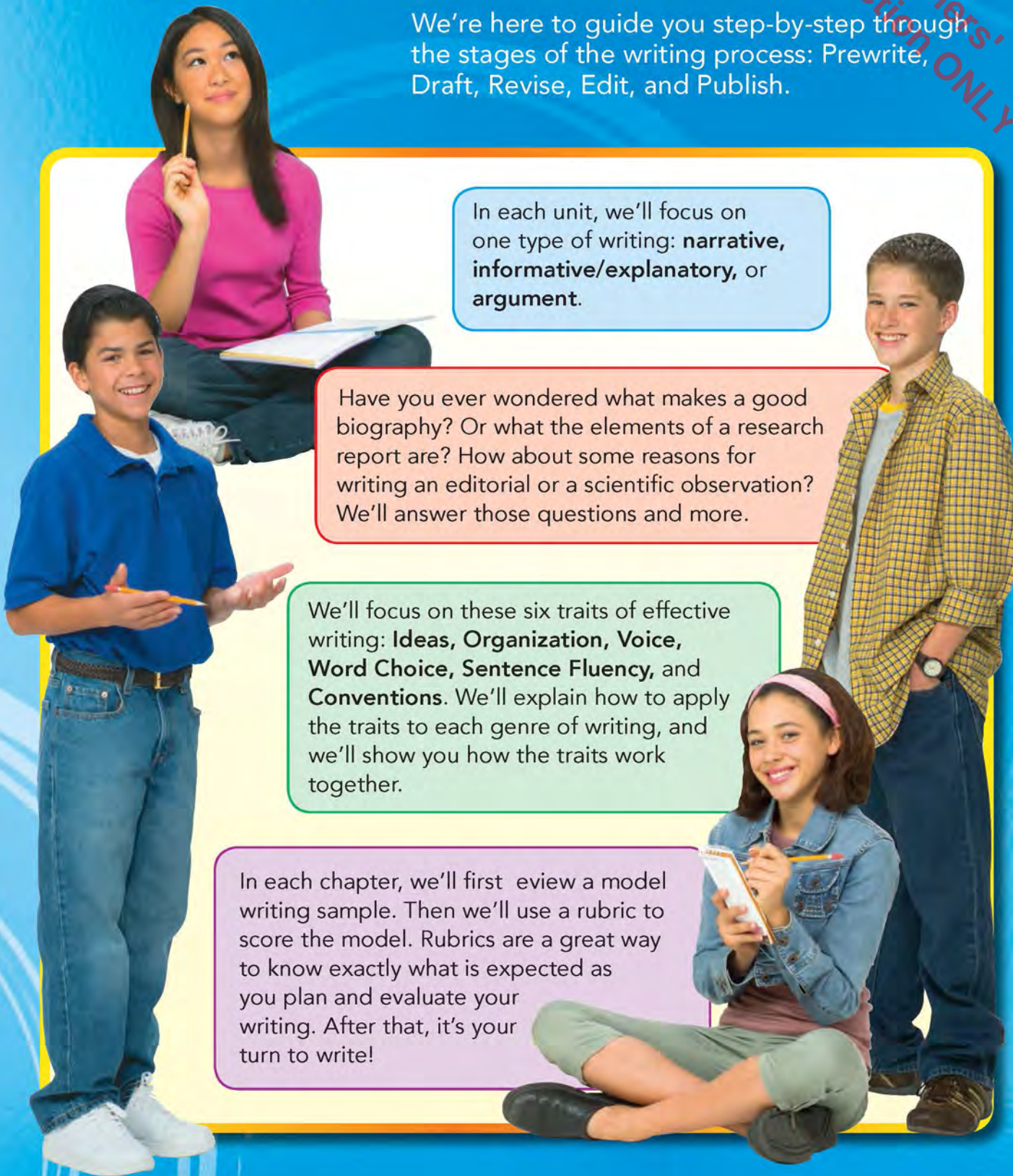
In each unit, we'll focus on one type of writing: **narrative**, **informative/explanatory**, or **argument**.

Have you ever wondered what makes a good biography? Or what the elements of a research report are? How about some reasons for writing an editorial or a scientific observation? We'll answer those questions and more.

We'll focus on these six traits of effective writing: **Ideas**, **Organization**, **Voice**, **Word Choice**, **Sentence Fluency**, and **Conventions**. We'll explain how to apply the traits to each genre of writing, and we'll show you how the traits work together.

In each chapter, we'll first review a model writing sample. Then we'll use a rubric to score the model. Rubrics are a great way to know exactly what is expected as you plan and evaluate your writing. After that, it's your turn to write!

For Teachers' Inspection ONLY



For teachers' inspection ONLY

# Narrative writing

**Meet Your Writing Partner** . . . . . 2

## Memoir

What's a Memoir? . . . . . 4  
 Memoir Model . . . . . 7  
 Memoir Rubric . . . . . 8  
 Close Reading to Analyze the Model . . . 10



### Prewrite

Ideas . . . . . 14  
 Organization . . . . . 15

### Draft

Ideas . . . . . 16

### Revise

Organization . . . . . 18  
 Voice . . . . . 19  
 Word Choice . . . . . 20  
 Ideas . . . . . **Optional Lesson**   
 Sentence Fluency . . . **Optional Lesson** 

### Edit

Conventions . . . . . 21

## Grammar, Usage & Mechanics

Simple and Perfect Tense . . . . . 22  
 Irregular Verbs . . . . . 23

### Publish

Presentation . . . . . 24

## Historical Episode

What's a Historical Episode? . . . . . 26  
 Historical Episode Model . . . . . 29

Historical Episode Rubric . . . . . 30  
 Close Reading to Analyze the Model . . . 32



### Prewrite

Ideas . . . . . 36  
 Organization . . . . . 37

### Draft

Organization . . . . . 38

### Revise

Voice . . . . . 40  
 Word Choice . . . . . 41  
 Sentence Fluency . . . . . 42  
 Ideas . . . . . **Optional Lesson**   
 Organization . . . . . **Optional Lesson** 

### Edit

Conventions . . . . . 43

## Grammar, Usage & Mechanics

Punctuating Dialogue . . . . . 44  
 Common and Proper Nouns . . . . . 45

### Publish


Presentation . . . . . 46

## Biography

What's a Biography? . . . . . 48  
 Biography Model . . . . . 51  
 Biography Rubric . . . . . 52  
 Close Reading to Analyze the Model . . . 54

### Prewrite



Ideas . . . . . 58  
 Organization . . . . . 59

 Optional Revising Lessons available at [www.sfw.z-b.com/NGAE/G8](http://www.sfw.z-b.com/NGAE/G8)

# Table of Contents

For teachers' inspiration ONLY

**Draft**  
Voice . . . . .60

**Revise**  
Ideas . . . . .62  
Word Choice . . . . .63  
Sentence Fluency . . . . .64  
Organization . . . . .Optional Lesson   
Voice . . . . .Optional Lesson 

**Edit**  
Conventions . . . . .65

**Grammar, Usage & Mechanics**  
Sentence Fragments, Run-ons, and  
Comma Splices . . . . .66  
Coordinating and Subordinating  
Conjunctions . . . . .67

**Publish**  
Presentation . . . . .68


## Short Story

LITERATURE CONNECTION

What's a Short Story? . . . . .72  
Short Story Model . . . . .75  
Short Story Rubric . . . . .78  
Close Reading to Analyze the Model . . . .80

**Prewrite**  
Ideas . . . . .84  
Organization . . . . .85

**Draft**  
Word Choice . . . . .86

**Revise**  
Ideas . . . . .88  
Organization . . . . .89  
Sentence Fluency . . . . .90  
Voice . . . . .Optional Lesson 

Word Choice . . . . .Optional Lesson 

**Edit**  
Conventions . . . . .91

**Grammar, Usage & Mechanics**  
Subject and Object Pronouns . . . . .92  
Indefinite Pronouns . . . . .93

**Publish**  
Presentation . . . . .94

## Next Generation Assessment

**Part 1: Close Reading** . . . . .98



Source 1: Video . . . . .100  
Source 2: Text . . . . .102  
Source 3: Text . . . . .104

**Part 2: Writing to Multiple Sources** . . 106

Scoring Guide . . . . .108  
Writing Traits in the Scoring Guide . . . 109

**Prewrite**  
Ideas . . . . .110  
Organization . . . . .111

**Draft**  
Ideas . . . . .112

**Revise**  
Organization . . . . .114  
Voice . . . . .115  
Word Choice . . . . .116  
Ideas . . . . .Optional Lesson   
Sentence Fluency . . . . .Optional Lesson 

**Edit**  
Conventions . . . . .117

**Publish**  
**Next Generation Assessment Practice** 

For teachers' inspection ONLY

# Informative/Explanatory writing

**Meet Your Writing Partner** . . . . .120

## Response to Literature

What's a Response to Literature? . . .122

Response to Literature Model . . . . .125

Response to Literature Rubric . . . . .126

Close Reading to Analyze the Model . . .128

### Prewrite

Ideas . . . . .132

Organization . . . . .133

### Draft

Ideas . . . . .134

### Revise

Organization . . . . .136

Voice . . . . .137

Word Choice . . . . .138

Ideas . . . . .Optional Lesson 

Sentence Fluency . . .Optional Lesson 

### Edit

Conventions . . . . .139

## Grammar, Usage & Mechanics

Introductory Verbal Phrases . . . . .140

Titles . . . . .141

### Publish

Presentation . . . . .142

## Research Report

What's a Research Report? . . . . .146

Research Report Model . . . . .149

Research Report Rubric . . . . .152

Close Reading to Analyze the Model . . .154

### Prewrite

Ideas . . . . .158

Organization . . . . .161

### Draft

Organization . . . . .164

### Revise

Voice . . . . .168

Word Choice . . . . .170

Sentence Fluency . . . . .172

Ideas . . . . .Optional Lesson 

Organization . . . . .Optional Lesson 

### Edit

Conventions . . . . .173

## Grammar, Usage & Mechanics

Compound and Complex Sentences . .174

Commas . . . . .175

### Publish

Presentation . . . . .176

## How-To Guide: Instructional Text

What's a How-To Guide? . . . . .180

How-To Guide Model . . . . .183


How-To Guide Rubric . . . . .186

Close Reading to Analyze the Model . . .188

### Prewrite

Ideas . . . . .192

Organization . . . . .193

 Optional Revising Lessons available at [www.sfw.z-b.com/NGAE/G8](http://www.sfw.z-b.com/NGAE/G8)

# Table of Contents

For teachers' inspiration ONLY

## Draft

Voice . . . . .194

## Revise

Ideas . . . . .196

Word Choice . . . . .198

Sentence Fluency . . . . .200

Organization . . . . .Optional Lesson 

Voice . . . . .Optional Lesson 

## Edit

Conventions . . . . .201

## Grammar, Usage & Mechanics

Appositives . . . . .202

Direct and Indirect Objects . . . . .203

## Publish

Presentation . . . . .204

## Explanatory Essay

MATH CONNECTION

What's an Explanatory Essay? . . . . .208

Explanatory Essay Model . . . . .211

Explanatory Essay Rubric . . . . .212

Close Reading to Analyze the Model . . . . .214

## Prewrite

Ideas . . . . .218

Organization . . . . .219

## Draft


Word Choice . . . . .220

## Revise

Ideas . . . . .222

Organization . . . . .223

Sentence Fluency . . . . .224

Voice . . . . .Optional Lesson 

Word Choice . . . . .Optional Lesson 

## Edit

Conventions . . . . .225

## Grammar, Usage & Mechanics

Prepositional Phrases . . . . .226

Placement of Modifier . . . . .227

## Publish

Presentation . . . . .228

## Next Generation Assessment

**Part 1: Close Reading** . . . . .230

Source 1: Text . . . . .232

Source 2: Text . . . . .234

Source 3: Text . . . . .236

**Part 2: Writing to Multiple Sources** . . . . .238

Scoring Guide . . . . .240

Writing Traits in the Scoring Guide . . . . .241

## Prewrite

Ideas . . . . .242

Organization . . . . .243

## Draft

Ideas . . . . .244

## Revise

Organization . . . . .246

Voice . . . . .247

Word Choice . . . . .248

Ideas . . . . .Optional Lesson 

Sentence Fluency . . . . .Optional Lesson 

## Edit

Conventions . . . . .249

## Publish

**Next Generation Assessment Practice** 

# Argument writing

**Meet Your Writing Partner** . . . . .252

## Editorial

What's an Editorial? . . . . .254  
 Editorial Model . . . . .257  
 Editorial Rubric . . . . .258  
 Close Reading to Analyze the Model . . . . .260



### Prewrite

Ideas . . . . .264  
 Organization . . . . .266

### Draft

Ideas . . . . .268

### Revise

Organization . . . . .270  
 Voice . . . . .271  
 Word Choice . . . . .272  
 Ideas . . . . .Optional Lesson   
 Sentence Fluency . . . . .Optional Lesson 

### Edit

Conventions . . . . .273

## Grammar, Usage & Mechanics

Compound Personal Pronouns . . . . .274  
 Compound Subjects and Predicates . . . . .275

### Publish

Presentation . . . . .276

## Argument Essay

What's an Argument Essay? . . . . .278  
 Argument Essay Model . . . . .281

Argument Essay Rubric . . . . .284  
 Close Reading to Analyze the Model . . . . .286



### Prewrite

Ideas . . . . .290  
 Organization . . . . .292

### Draft

Organization . . . . .294

### Revise

Voice . . . . .298  
 Word Choice . . . . .299  
 Sentence Fluency . . . . .300  
 Ideas . . . . .Optional Lesson   
 Organization . . . . .Optional Lesson 

### Edit

Conventions . . . . .301

## Grammar, Usage & Mechanics

Pronouns and Antecedents . . . . .302  
 Pronouns in Compound Subjects  
 and Objects . . . . .303

### Publish


Presentation . . . . .304

## Speech

What's a Speech? . . . . .308  
 Speech Model . . . . .311  
 Speech Rubric . . . . .312  
 Close Reading to Analyze the Model . . . . .314

### Prewrite

Ideas . . . . .318  
 Organization . . . . .319

 Optional Revising Lessons available at [www.sfw.z-b.com/NGAE/G8](http://www.sfw.z-b.com/NGAE/G8)

# Table of Contents

For teachers' inspiration ONLY

## Draft

Voice . . . . .320

## Revise

Ideas . . . . .322

Word Choice . . . . .323

Sentence Fluency . . . . .324

Organization . . . . .[Optional Lesson](#) 

Voice . . . . .[Optional Lesson](#) 

## Edit

Conventions . . . . .325

## Grammar, Usage & Mechanics

Progressive Tense Verbs . . . . .326

Auxiliary Verbs . . . . .327

## Publish

Presentation . . . . .328

## Formal Proposal

SCIENCE CONNECTION

What's a Formal Proposal? . . . . .332

Formal Proposal Model . . . . .335

Formal Proposal Rubric . . . . .338

Close Reading to Analyze the Model . . . .340

## Prewrite

Ideas . . . . .344

Organization . . . . .345

## Draft

Word Choice . . . . .346

## Revise

Ideas . . . . .348

Organization . . . . .349

Sentence Fluency . . . . .350

Voice . . . . .[Optional Lesson](#) 

Word Choice . . . . .[Optional Lesson](#) 

## Edit

Conventions . . . . .351

## Grammar, Usage & Mechanics

Using the Right Word . . . . .352

Using the Right Word . . . . .353

## Publish

Presentation . . . . .354

## Next Generation Assessment



**Part 1: Close Reading** . . . . .358

Source 1: Text . . . . .360

Source 2: Text . . . . .362

Source 3: Text . . . . .364

**Part 2: Writing to Multiple Sources** . . .366

Scoring Guide . . . . .368

Writing Traits in the Scoring Guide . . .369

## Prewrite

Ideas . . . . .370

Organization . . . . .371

## Draft

Ideas . . . . .372

## Revise

Organization . . . . .374

Voice . . . . .375

Word Choice . . . . .376

Ideas . . . . .[Optional Lesson](#) 

Sentence Fluency . . . . .[Optional Lesson](#) 

## Edit

Conventions . . . . .377

## Publish

**Next Generation Assessment Practice** 



For teachers' inspection ONLY

# More Writing Practice

## Descriptive Elements in the Text Types

Meet Your Writing Partner . . . .381

### Argument

#### Business Letter

What's a Business Letter? . . . . .	382
Business Letter Model . . . . .	385
Business Letter Rubric . . . . .	388
Close Reading to Analyze the Model . .	390



#### Prewrite

Ideas . . . . .	394
Organization . . . . .	395

#### Draft

Ideas . . . . .	396
-----------------	-----

#### Revise

Organization . . . . .	398
Voice . . . . .	399
Word Choice . . . . .	400
Ideas . . . . .	Optional Lesson 
Sentence Fluency . . .	Optional Lesson 

#### Edit

Conventions . . . . .	401
-----------------------	-----

#### Grammar, Usage & Mechanics

Subject-Verb Agreement . . . . .	402
Subject-Verb Agreement: Special Cases . . . . .	403

#### Publish

Presentation . . . . .	404
Business Letter Model . . . . .	405

### Informative/Explanatory

#### Scientific Observation

What's a Scientific Observation . . . . .	408
Scientific Observation Mode . . . . .	411
Scientific Observation Rubric . . . . .	414
Close Reading to Analyze the Model . .	416



#### Prewrite

Ideas . . . . .	420
Organization . . . . .	421

#### Draft

Organization . . . . .	422
------------------------	-----

#### Revise

Voice . . . . .	426
Word Choice . . . . .	427
Sentence Fluency . . . . .	428
Ideas . . . . .	Optional Lesson 
Organization . . . . .	Optional Lesson 

#### Edit


Conventions . . . . .	429
-----------------------	-----

#### Grammar, Usage & Mechanics

Colons, Hyphens, and Ellipses . . . . .	430
Complete Subjects and Predicates . . .	431

#### Publish

Presentation . . . . .	432
Scientific Observation Model . . . . .	433

 Optional Revising Lessons available at [www.sfw.z-b.com/NGAE/G8](http://www.sfw.z-b.com/NGAE/G8)

# Table of Contents

For teachers' inspiration ONLY

## Descriptive Vignette

What's a Descriptive Vignette? . . . . .	436
Descriptive Vignette Model . . . . .	439
Descriptive Vignette Rubric . . . . .	440
Close Reading to Analyze the Model . . .	442



### Prewrite

Ideas . . . . .	446
Organization . . . . .	447

### Draft

Voice . . . . .	448
-----------------	-----

### Revise

Ideas . . . . .	450
Word Choice . . . . .	451
Sentence Fluency . . . . .	452
Organization . . . . .	Optional Lesson 
Voice . . . . .	Optional Lesson 

### Edit

Conventions . . . . .	453
-----------------------	-----

### Grammar, Usage & Mechanics

Comparative and Superlative Forms . . .	454
Using Commas . . . . .	455

### Publish

Presentation . . . . .	456
Descriptive Vignette Model . . . . .	457

## Narrative

### Poem SOCIAL STUDIES CONNECTION

What's a Poem? . . . . .	458
Poem Model . . . . .	461
Poem Rubric . . . . .	462
Close Reading to Analyze the Model . . .	464



### Prewrite

Ideas . . . . .	468
Organization . . . . .	469

### Draft

Word Choice . . . . .	470
-----------------------	-----

### Revise

Ideas . . . . .	472
Organization . . . . .	473
Sentence Fluency . . . . .	474
Voice . . . . .	Optional Lesson 
Word Choice . . . . .	Optional Lesson 

### Edit

Conventions . . . . .	475
-----------------------	-----

### Grammar, Usage & Mechanics

Apostrophes . . . . .	476
Possessive Nouns . . . . .	477

### Publish

Presentation . . . . .	478
Poem Model . . . . .	479

# Appendices

For teachers' inspection ONLY

## Appendix A: Grammar Practice

### Sentence Structure

Predicate Nouns . . . . .	481
Verbals: Participles and Participial Phrases . . . . .	482
Verbals: Infinitives and Infinitive Phrase . . . . .	483
Parallel Structure . . . . .	484
Passive and Active Voice . . . . .	485
Independent and Dependent Clauses . . . . .	486
Compound and Complex Sentences . . . . .	487
More Compound-Complex Sentences . . . . .	488
Adjective Clauses . . . . .	489
Adverb Clauses . . . . .	490
Noun Clauses . . . . .	491
Verbals: Gerunds and Gerund Phrases . . . . .	492

### Parts of Speech

Concrete and Abstract Nouns . . . . .	493
Singular and Plural Nouns . . . . .	494
Possessive Pronouns . . . . .	495
Relative and Interrogative Pronouns . . . . .	496
Demonstrative Pronouns and Adjectives . . . . .	497

Action Verbs and Linking Verbs . . . . .	498
Emphatic Present and Past Tense . . . . .	499
Transitive and Intransitive Verbs . . . . .	500
Adverbs . . . . .	501
Prepositions . . . . .	502
Correlative Conjunctions . . . . .	503

### Usage

Negatives . . . . .	504
Compound Words . . . . .	505

### Grammar

Verb Moods . . . . .	506
----------------------	-----

### Mechanics

Abbreviations . . . . .	507
Acronyms . . . . .	508
Parentheses . . . . .	509
Semicolons . . . . .	510

More Practice . . . . .	511
-------------------------	-----

Transitions . . . . .	521
-----------------------	-----

Prepositions . . . . .	522
------------------------	-----

# Table of Contents

For teachers' inspection ONLY

## Appendix B: Rubrics

## Index .....536

### 4-Point Rubrics

Narrative . . . . .	.524
Informative/Explanatory . . . . .	.525
Argument . . . . .	.526
Descriptive Elements in the Text Types . . . . .	.527

### 5-Point Rubrics

Narrative . . . . .	.528
Informative/Explanatory . . . . .	.529
Argument . . . . .	.530
Descriptive Elements in the Text Types . . . . .	.531

### 6-Point Rubrics

Narrative . . . . .	.532
Informative/Explanatory . . . . .	.533
Argument . . . . .	.534
Descriptive Elements in the Text Types . . . . .	.535

# Narrative

**writing** tells a story about real or imaginary events.

For teachers' inspection ONLY



**H**i, I'm Ashley. I'm studying narrative writing in school, and I think it's going to be one of my favorite types of writing. I love telling real and imaginary stories, so I'm looking forward to sharing them in print, too! I can write about myself, interesting people I meet, historical episodes, and even about what happens in my science class.

## IN THIS UNIT

- Memoir
- Historical Episode
- Biography
- Short Story
- Next Generation Narrative Assessment

LITERATURE CONNECTION



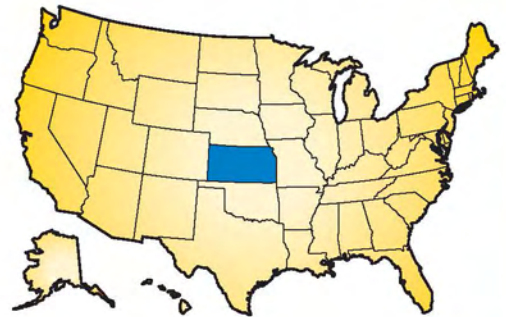


**Name:** Ashley

**Home:** Kansas

**Interests:** history, spending time with family and friends, volunteering for community projects

**Favorite Book:** *Thirteen Hearts* by Laurence Yep



## What's a Memoir?

It's a description of an important experience in the author's life. I'll need to figure out which of my experiences will make an interesting memoir.

## What's in a Memoir?

### Voice

The writer uses voice to express his or her unique style. In other words, my writing should sound like me. To create voice in my writing, I can include phrases and words that I often use.

Voice? I totally thought voice was just used for talking.



### Narrator

Because the narrator is the person writing the memoir, the story is told in the first-person point of view, using the word *I*.

### Reflectiv Tone

This is how I want my memoir to sound. I'll use a reflective, or thoughtful, tone so the reader will understand how I feel. I can create a reflective tone by asking questions and/or drawing conclusions.

### Sequence

This is the order in which I'll describe my story events. I can include flashbacks that interrupt the chronological order, and I can use transition words to help readers follow the sequence of my story.

## Why write a **Memoir**?

There are many reasons to write a memoir. I jotted some down to help me think about why I want to write my own.

### To Entertain

I've had some interesting experiences, and even if I didn't see the humor at the time, things have happened to me that could make readers laugh. Entertaining the reader is one reason to write a memoir.

### To Reflec

Writing about an experience can help me reflect on why it was important or what I learned. The reader might be able to connect to my experience and learn from it as well.

### To Educate

Some events or experiences can be educational. If I describe what I've learned from my experiences, maybe my readers will learn something too.

### To Relay a Message

The experiences I remember best are ones that have affected me in serious ways. They have taught me something about myself or about life in general. Relaying these messages to the reader is another reason to write a memoir.





## Linking Narrative Writing Traits to a Memoir

In this chapter, you will reflect on and write about an experience you want to share. This type of narrative writing is called a memoir. Ashley will guide you through the stages of the writing process: Prewrite, Draft, Revise, Edit, and Publish. In each stage, Ashley will show you important writing strategies that are linked to the Narrative Writing Traits below.

### Narrative Writing Traits

#### Ideas

- a clear topic, experience, or series of events
- relevant and descriptive details that support and develop the narrative

#### Organization

- a beginning that catches the reader's attention and an ending that follows from and reflects on the narrated experience
- a sequence of events that unfolds naturally and logically
- transitions that guide the reader through the story

#### Voice

- a voice and tone that are appropriate for the purpose and audience
- dialogue that, if used, fits and develops the character

#### Word Choice

- precise words and powerful verbs

#### Sentence Fluency

- a variety of sentences that flow and are a pleasure to read aloud

#### Conventions

- no or few errors in grammar, usage, mechanics, and spelling

Before you write, read Manny Reyes's memoir on the next page. Then use the memoir rubric on pages 8–9 to decide how well he did. (You might want to look back at What's in a Memoir? on page 4, too!)

## Memoir Model

### Summer Surprise

by Manny Reyes

**Narrator**

**Sequence**

**Voice**

**Reflexive Tone**

If someone had told me in June that the most surprising event of the summer wouldn't happen until the beginning of September, I would have laughed. But right before school began, my best friend, Kenny, invited me to spend Labor Day weekend with his family. I thought it was going to be awesome. But when Kenny told me this year's destination, my jaw dropped. "Camping?" I asked. "You're kidding—right?"

"Nope," said Kenny. "Mom and Dad want to try something totally new." I really wasn't sure whether to accept the invitation. Me? Camping? I am a city kid through and through. Then I thought about how Kenny and I always have a great time no matter what we do. So reluctantly, I said yes.

But when that fateful Friday afternoon arrived, all I wanted to do was hole myself up under my bedcovers and disappear. My heart was filled with dread, and my backpack was stuffed with city comforts. If the bathroom sink had fit I totally would've crammed it in!

Eventually, the Millers pulled up in their SUV. Gear was tied on top and piled in the seats, along with Kenny and his annoying sister, Grace. Everyone was so chirpy that I really hoped they wouldn't notice my gloomy mood.

We cruised for about two hours, the signs of civilization disappearing as we approached the campsite. Finally, Mr. Miller parked the car, and we unpacked all the stuff. Twilight was descending. "Better start setting up these tents," said Kenny's dad.

A question popped into my head: "Could I make it back to the city on foot?" But I was quickly distracted as Mrs. Miller called out directions while we fumbled around with poles and pegs. It was pitch black by the time we finished. Mr. Miller built a campfire, and Kenny and I checked out our tent. It was pretty big inside. I thought, *Maybe this won't be so bad after all!*

As we sat by the fire, we toasted marshmallows and sang campfire songs. It was then that I noticed the knot in my stomach had loosened. I was actually beginning to enjoy this! Bug spray kept away the mosquitoes, and there were bathrooms right down the hill. There was even a lake on the way in, which we were planning on swimming in the next day. "Check it out," said Kenny, pointing up. The sight took my breath away. A sea of stars lit up the sky.

The next day, I woke early. I was excited about eating an outdoor breakfast, and I was a little amazed, too, at how life can surprise you!

# Prewrite

Focus on

**Ideas**

## The Rubric Says

The writer establishes a context by focusing on a single topic.

## Writing Strategy

Jot down notes about a major life experience.



When I found out I'd be writing a memoir, I immediately thought of two big events in my life—the first time I saw a Major League baseball game and the time I helped build houses for the homeless. But I realize that whatever memory I choose has to have just the right amount of detail for a paper of this length. These memories either provide too little or too much detail for this assignment. Instead, I think I'll write about a recent rainy weekend at my family's lake house. At the time, I had no idea the experience would turn out to be so memorable. And since my classmates are my audience, I think they'll appreciate the unexpected message of my memoir. I'll begin by brainstorming some notes.

### My Notes About the Lake House

- ✓ family goes there on weekends and vacations
- ✓ usually swim, canoe, relax on beach, barbecue
- ✓ disappointing rainy weather—boredom and bickering
- ✓ did puzzles, read, wrote
- ✓ found an old photo album
- ✓ pictures included girl in red dress, grandparents' wedding, lake house

## Write

Choose an experience to write about. Jot down notes about the things you remember the most.

# Prewrite

Focus on **Organization**

**The Rubric Says** The memoir is told in order.

**Writing Strategy** Make a Story Frame to sequence events.

## Writer's Term

### Story Frame

Use a **Story Frame** to sequence important story elements such as setting, introduction, rising/falling action, climax, and resolution.

The rubric says my memoir should be told in order. I'll use a Story Frame to help me organize my ideas. As I write, it will serve as an outline of the events.

## Story Frame

<b>Setting</b>	My family's lake house
<b>Introduction</b>	My family needed a getaway; we went to the lake house to relax.
<b>Rising Action (Event 1)</b>	It rains.
<b>Rising Action (Event 2)</b>	I'm disappointed, but I keep busy by writing in my journal, doing a puzzle, and reading.
<b>Rising Action (Event 3)</b>	The next day brings more rain.
<b>Climax</b>	I find an old photo album.
<b>Falling Action (Event 1)</b>	My family enjoys viewing photos together.
<b>Resolution</b>	I realize that the rain has caused us to reconnect and enjoy each other's company.

## Analyze

What do you think of the topic? How will the Story Frame help Ashley write events in sequence?

## Write

Make a Story Frame to sequence the events of your memoir.

## Draft

Focus on

Ideas

### The Rubric Says

Narrative techniques (dialogue, description, reflection) enliven the experience.

### Writing Strategy

Add engaging, descriptive details that will help readers connect with the story.

### Writer's Term

#### Details

**Details** are the specific words used to describe a person, place, idea, or thing. For effective writing, choose details that are clear, colorful, and appealing to your audience.



Now to get started. The rubric says I should use narrative techniques to bring my memoir to life. I have to admit that when I read vague phrases like *good food* or *fun party*, I lose interest pretty fast.

I want my readers to truly connect with my story. I want the scenes and actions I describe to be crystal clear in their minds. I will use descriptive details to engage my readers and bring my memoir to life.

### Proofreading Marks

- ☐ Indent
- ≡ Make uppercase
- / Make lowercase
- ^ Add something
- ℓ Take out something
- ⊙ Add a period
- ¶ New paragraph
- SP Spelling error

**[DRAFT]**

Rained In

by Ashley

It had been a long, hectic September, so I was thrilled when I heard we would be spending the weekend at our lake house. I couldn't wait to relax on the beach, go canoeing, and eat barbeque. But when we arrived it was raining.

This was a big drag. But I tried not to let it get me down.

I spent the day writing in my journal and putting together a 300-piece dinosaur puzzle. When I snapped at my little brother, Steve, Mom asked me what was wrong.

"Hello! It's raining!"

"Don't worry, Ashley. There's always tomorrow," said Mom.

[added descriptive details]

### Analyze

How has Ashley included engaging, descriptive details that help you connect with the opening scene of her memoir?

### Write

Use engaging, descriptive details that will keep your audience interested in reading your memoir.

# Revise

Focus on **Organization**

**The Rubric Says** A variety of effective transitions moves the reader through the text.

**Writing Strategy** Use transition words (such as *but*, *however*, *as*, and *while*) to show how ideas are related.

## Writer's Term

### Transition Words

There are several types of **transition words**. One type indicates a change in time. Some examples are **later** and **by lunchtime**. Another type indicates that two things are being contrasted. **However** and **nevertheless** are common examples of contrast words.

After I finished my draft, I returned to the rubric. It says I should use effective transitions to guide the reader. I noticed that I used the word *but* too often. So I will replace it with transition words that clarify my ideas and guide the reader.

## [DRAFT]

It had been a long, hectic September, so I was thrilled when I heard we would be spending the weekend at our lake house. I couldn't wait to relax on the beach, go canoeing, and eat barbeque. ~~But~~ when we arrived it was raining.

This was a big drag. ~~But~~ I tried not to let it get me down.

[added effective transitions]

However,

But

Nevertheless,

But

## Write

Use effective transition words to clarify and strengthen your writing.

# Revise

Focus on

**Voice**

## The Rubric Says

The narrator's point of view is consistent and appropriate for the purpose and audience.

## Writing Strategy

Use a reflective tone and first-person point of view to convey meaning and insight to the reader.



## Writer's Term

### Tone

**Tone** reflects the author's attitude or manner of expression. It's how the writing sounds. Tone can be funny, sarcastic, or even sad, but it should match the writer's purpose. A writer can use a **reflective tone** to express meaning and insight.

The rubric says my point of view should be appropriate for my purpose and audience. Well, my audience is my class, and my purpose is to tell a story about myself. By using a reflective tone, I can help the reader connect with my emotions as I look back on my experience.

## [DRAFT]

I supposed Mom was right. ← [used a reflective tone]

^ With a sigh, I staked out a position on the porch, where I could listen to the rain. But Steve, who had used up all his patience by lunchtime, As I tucked myself into bed, I hoped for clear skies the next day. ← would not leave me alone. By dinner, everyone's nerves were fried. ^

## Analyze

How does Ashley's tone help you connect with her experience?

## Write

Use first-person point of view and a reflective tone to tell how you feel



# Revise

## Focus on Word Choice

**The Rubric Says** Precise words and sensory language accurately convey the meaning and events.

**Writing Strategy** Use a thesaurus to help find precise words.

The rubric says I should use precise words and sensory language to convey meaning, so I used a thesaurus to help me find synonyms for dull or repeated words that I found in my draft. Take a look at how I replaced some common words with precise words. These words paint a clearer and more meaningful picture of both the characters and the events in my memoir.



### [DRAFT]

But in the morning, the rain was coming down in sheets. At breakfast, Mom passed around French toast as she talked in an upbeat tone that was obviously put on for our benefit. No one was buying it. "This weekend is officially a bust," I said.

[used more precise words]

pounding

~~coming~~

chirped

~~talked~~

complained

~~said~~

### Write

Use a print or online thesaurus to find precise words to use in your memoir.



# Edit

Focus on **Conventions**

## The Rubric Says

Verbs are used correctly throughout the memoir. The meaning is clear.

## Writing Strategy

Make sure that simple and perfect tenses are used correctly.



## Writer's Term

### Simple Tense/Perfect Tense

The **simple tense** tells what happens in the present, what happened in the past, and what will happen in the future. The **perfect tense** tells what started in the past and is still happening, what began in the past and was completed, and what will begin and end in the future.

Now I'll check for errors in grammar and mechanics. Also, the rubric says I should make sure I use all my verbs correctly. When I reviewed my draft, I found some errors in verb tense, so I'll fix them now.

## [DRAFT]

"I see you found the ~~foto~~ album," said Mom. She ~~seen~~ me take out a thick, leather-bound book.

As I leafed through the pictures, my eyes ~~had fallen~~ on a striking girl in a red dress. "Who's this, Mom? She's beautiful."

[corrected past perfect tense]

photo

had

[changed past perfect to simple past tense]

fell

## Analyze

What do you think of Ashley's edits? How do they help you better understand the memoir?

## Write

**Conventions**

Edit for errors in spelling and grammar. Be sure to use verbs correctly.

For more practice with verbs, use the exercises on the next two pages.

## Publish

## +Presentation

### Publishing Strategy

Publish your memoir in a class journal.

### Presentation Strategy

Indent a paragraph for each new speaker.

I need to indent, or start a new paragraph, each time a different person speaks. Otherwise dialogue can be very confusing. I'll review my memoir to make sure I've done that. I also need to think about how to publish my memoir. I would really like all of my classmates to read it, so I'll post it in our class journal. But first I need to go over my checklist.

### My Final Checklist

Did I—

- ✓ put all my verbs in the correct tense?
- ✓ use irregular verbs correctly?
- ✓ proofread for any errors in spelling and grammar?
- ✓ indent a new paragraph for each new speaker's dialogue?

## Write

Make a checklist to check your memoir. Then make a final draft to publish.



## Rained In

by Ashley

It had been a long, hectic September, so I was thrilled when I heard we would be spending the weekend at our lake house. I couldn't wait to relax on the beach, go canoeing, and eat barbecue. However, when we arrived, it was raining.

This was a big drag. Nevertheless, I tried not to let it get me down. I spent the day writing in my journal and putting together a 300-piece dinosaur puzzle. When I snapped at my little brother, Steve, Mom asked me what was wrong.

"Hello! It's raining!"

"Don't worry, Ashley. There's always tomorrow," said Mom.

I supposed Mom was right. With a sigh, I staked out a position in the comfy chair on the porch, where I could listen to the rain's rhythmic beat. But Steve, who had used up all his patience by lunchtime, would not leave me alone. By dinner (the non-barbecue kind), everyone's nerves were fried. As I tucked myself into bed, I hoped for clear skies the next day.

But in the morning, the rain was pounding down in sheets. At breakfast, Mom passed around French toast as she chirped in an upbeat tone that was obviously put on for our benefit. No one was buying it. "This weekend is officially a bust," I complained. How was I going to get through another soggy day? I plopped on the floor next to the bookcase and looked for something to read.

"I see you found the photo album," said Mom. She had seen me take out a thick, leather-bound book.

As I leafed through the pictures, my eyes fell on a striking girl in a red dress. "Who's this, Mom? She's beautiful."

My mother laughed, "Well thank you, dear. That's me."

"Get out of town!" I said in disbelief. But it was Mom, posing in her prom dress. She told me she had shopped for weeks without finding anything she liked. Then my grandmother brought down the red dress from the attic—and it was perfect.

We settled on the couch, and soon, we were joined by Dad and Steve. Slowly we flipped through the album, savoring each page. Each photograph held a story, a piece of our family's past. Finally peace settled over us, and we were able to enjoy the rest of the day inside, in each other's company.

As we drove home that night, I realized we not only went to the lake house to discover the open space of the outdoors, we also went to discover each other.

### Analyze

Does Ashley's writing reflect the trait of a good memoir? Check it against the rubric, and don't forget to use the rubric to check your own memoir, too.