

Next Generation Assessment Teacher 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!

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For teachers' inspection ONLY

Introduce the Writing Partners

An important element of becoming a writer is viewing oneself as a writer. In order to help students “see themselves as writers,” *Strategies for Writers* introduces all instruction through a **Writing Partner**. Each of the four students pictured on this page will guide your students through one *Strategies for Writers* unit. The **Writing Partners** will

- introduce the genre of writing in each chapter.
- help students deconstruct the writing model.
- develop their own piece of writing based on the model.

Through the **Writing Partner**, your students will see a new piece of writing evolve. As the **Writing Partner** explains his/her writing strategy and “thinks aloud” about what he/she is writing, your students will have a window into the mind of a young writer like themselves.

To ensure students understand the **Writing Partner's** role,

- invite students to take turns reading the **Writing Partners' comments** on this page.
- use the first two pages in each unit to introduce the unit **Writing Partner**.
- encourage students to discuss the **Writing Partner's comments and explanations** throughout the unit.

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 Optional Revising Lessons available at www.sfw.z-b.com/NGAE/G8

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Narrative writing

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Memoir

Pages T4A–T25

This genre gives students the opportunity to tell a true story about a meaningful life experience.

- Prewrite** Jot down notes about a major life experience.
Make a Story Frame to sequence events.
- Draft** Add engaging, descriptive details that will help readers connect with the story.
- Revise** Use transition words (such as *but*, *however*, *as*, and *while*) to show how ideas are related.
Use a reflective tone and first-person point of view to convey meaning and insight to the reader.
Use a thesaurus to help find precise words.
- Edit** Make sure that simple and perfect tenses are used correctly.
- Publish** Indent a paragraph for each new speaker.

Historical Episode

Pages T26A–T47

Writing a historical episode introduces students to important skills that will help them combine factual information about a specific era with fictional story elements.

- Prewrite** Choose a historical event and gather information from several resources.
Make a Story Map to organize story elements.
- Draft** Establish the setting and theme right away to engage the reader.
- Revise** Use dialogue that reflects the time and place in which the characters live.
Use historically accurate words.
Use long and short sentences for natural-sounding dialogue.
- Edit** Punctuate dialogue and use common and proper nouns correctly.
- Publish** Use a limited number of clear fonts or very neat handwriting.

Biography

Pages T48A–T71

Students will use interview skills to gather important facts about a real person and then narrate the story of the person's life.

- Prewrite** Choose a person as the focus of the biography. Then write interview questions and conduct an interview.
Plot important events on a Timeline.
- Draft** Use words that show respect for the subject and third-person point of view.
- Revise** Use direct quotations from the interview to bring the subject to life.
Use a dictionary to make sure words are used correctly.
Use parallel structure in sentences to make relationships clear.
- Edit** Use commas and conjunctions to fix sentence fragments, run-ons, and comma splices.
- Publish** Use visuals that enhance the information.

Unit Overview



Professional Development Podcasts and Screencasts

Go to www.sfw.z-b.com to access the variety of professional development **podcasts** and **screencasts**.

Short Story

LITERATURE CONNECTION

Pages T72A–T97

Students will learn to combine a full plot, at least one character, and a conflict to create a complete short story.

- Prewrite** Brainstorm characters and conflict.
Use a Story Frame to sequence events.
- Draft** Use specific nouns and strong verbs.
- Revise** Include details that develop and resolve the plot.
Follow the Story Frame.
Experiment with sentence fragments.
- Edit** Check the use of subject, object, and indefinite pronouns.
- Publish** Don't crowd the text.

Next Generation Narrative Assessment

Pages T98A–T119

Students will learn and practice how to take a next generation narrative assessment. They will learn to read and analyze the directions for each part of the assessment, plan their time effectively, and follow the steps of the writing process to write a narrative piece that includes evidence from sources they have examined.

- Prewrite** Respond to the assignment.
Choose a graphic organizer.
- Draft** Include a topic sentence. Engage readers by using descriptive details.
- Revise** Use transition words to show the sequence of events.
Use first-person point of view.
Use precise, concrete words.
- Edit** Check the grammar, punctuation, capitalization, and spelling.



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|--|--|---|

For information, go to www.sfw.z-b.com

Also available: **Online Essay Grader and Writing Tutor**, powered by Vantage Learning's MY Access®.

Narrative

writing tells a story about real or imaginary events.



Hi, 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: *Tribes of Hearts* by Laurence Yep



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Meet Your Writing Partner, Ashley

The writing partner for this unit is Ashley, a girl from Kansas. You may wish to discuss with students how Ashley's background, interests, and personality help her choose topics to write about. Tell students that, like Ashley, they will use what they already know as they choose topics for their narratives. Each student has unique and authentic stories to tell. Encourage students to draw on their background knowledge, interests, and personalities for inspiration, as Ashley does.

To differentiate instruction and maximize student achievement, use the Differentiated Instruction Activities available at www.sfw.z-b.com.

Created by Amy Humphreys, Ed.M., these engaging activities can be used to meet a wide range of learner needs. Each activity uses a combination of visual, written, oral, and kinesthetic elements, and deliberately leverages the power of collaboration and conversation so students learn to think like writers in fun and engaging ways.

Introduce Memoir

Week 1 • Day 1

Student Objectives

- Review the elements of a memoir. (p. 4)
- Consider purpose and audience. (p. 5)
- Learn the traits of narrative writing. (p. 6)

What's a Memoir?

Discuss with students the definition of a memoir as defined on page 4. Ask whether students have ever written about something that happened to them. Point out that any time they reflectively write about a personal experience, they are using the memoir genre.

What's in a Memoir?

Read and discuss with students the elements of a memoir as outlined on page 4. Ask volunteers which elements are also common to other forms of writing. (Possible responses: **Voice**—editorial, stories; **Narrator**—fiction, autobiography; **Reflective Tone**—essay, argument writing; **Sequence**—instructions, historical writing) Discuss why each element may be important to writing a memoir.

Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

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*.

Reflective 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.



Narrative Text Exemplars (Memoir)

Spinelli, Jerry. *Knots in My Yo-Yo String*. Knopf, 1998.

Jerry Spinelli's autobiography chronicles the many hilarious, awkward, and relatable experiences he had from his childhood years through his days in high school. He explains in wonderful detail how each shaped and influenced his writing. This book provides a nice perspective for young adolescents experiencing many of the same ups and downs as Spinelli.

Villaseñor, Victor E. *Rain of Gold*. Delta, 1992.

Villaseñor invites us into his family as he tells the story of their multi-generational journey from Mexico to the United States. In his storytelling, Villaseñor weaves the hardships and opportunities, celebrations and defeats that defined his family's history, and paints a vivid picture of life as a Mexican American.

Memoir Planner

For teachers' inspection ONLY

WEEK 1

Day 1

Introduce Memoir

Student Objectives

- Review the elements of a memoir.
- Consider purpose and audience.
- Learn the traits of narrative writing.

Student Activities

- Read and discuss **What's in a Memoir?** (p. 4)
- Read and discuss **Why Write a Memoir?** (p. 5)
- Read **Linking Narrative Writing Traits to a Memoir.** (p. 6)

Day 2

Analyze Close Reading of the Model

Student Objectives

- Read a model memoir.

Student Activities

- Read **"Summer Surprise."** (p. 7)

Day 3

Analyze Introduce the Rubric

Student Objectives

- Learn to read a rubric.

Student Activities

- Review **"Summer Surprise."** (p. 7)
- Read and discuss the **Memoir Rubric.** (pp. 8–9)

Day 1

Write Prewrite: Ideas

Student Objectives

- Read and understand a prewriting strategy.

Student Activities

- Read and discuss **Prewrite: Focus on Ideas.**
- Apply the prewriting strategy. (p. 14)

Day 2

Write Prewrite: Organization

Student Objectives

- Create a Story Frame to sequence events.

Student Activities

- Read and discuss **Prewrite: Focus on Organization.**
- Apply the prewriting strategy to create a Story Frame. (p. 15)
- Participate in a peer conference.

Day 3

Write Draft: Ideas

Student Objectives

- Begin writing with descriptive details.

Student Activities

- Read and discuss **Draft: Focus on Ideas.**
- Apply the drafting strategy by using a Story Frame to write a draft. (p. 16)

WEEK 2

Day 1

Write Revise: Voice

Student Objectives

- Revise to use a reflective tone and first-person point of view.

Student Activities

- Read and discuss **Revise: Focus on Voice.** (p. 19)
- Reflect on a model draft.
- Apply the revising strategy.
- Participate in a peer conference.

Day 2

Write Revise: Word Choice

Student Objectives

- Revise to use precise words with the help of a thesaurus.

Student Activities

- Read and discuss **Revise: Focus on Word Choice.** (p. 20)
- Reflect on the model draft.
- Apply the revising strategy.

Note: Optional Revising Lessons are located at www.sfw.z-b.com.

Day 3

Write Edit: Conventions

Student Objectives

- Edit to ensure simple and perfect tenses are used correctly.

Student Activities

- Read and discuss **Edit: Focus on Conventions.** (p. 21)
- Reflect on the model draft.
- Apply the editing strategy.

Note: Teach the Conventions mini-lessons (pp. 22–23) if needed.

WEEK 3

Resources at-a-Glance

Grammar, Usage & Mechanics

Simple and Perfect Tense T22
Irregular Verbs T23
Grammar Practice T21–T23

Differentiating Instruction

Explore Voice, Support Sentence
Fluency T13
Details and Tone, Practice with
Details T16
Multimedia Presentation, Support
Word-Processing Skills T24

For additional Differentiating Instruction activities, see Strategies for Writers Differentiated Instruction Activities at www.sfw.z-b.com.

English Language Learners

Memoir, Journaling, Purpose: To
Reflect, Tone of Voice and
Dialogue T10–T11
Parts of a Story, Story Map T14
Ideas, Transition Words T18

Collaborative Conferencing

Peer to Peer T15, T17, T19
Peer Groups T15, T17, T19
Teacher-Led T15, T17, T19

Tech Tips

Create an Avatar T12
Create a Virtual Résumé T25

Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

Online Writing Center

Provides IWB resources, assessments interactive games and practice activities, videos, eBooks, and a virtual file cabinet.

Day 4

Analyze Close Reading for the Traits

Student Objectives

- Read a model memoir.
- Use the memoir rubric.
- Use the model memoir to study Ideas, Organization, and Voice.

Student Activities

- Review “**Summer Surprise.**” (p. 7)
- Review the rubric. (pp. 8–9)
- Read and discuss **Using the Rubric to Analyze the Model.** (pp. 10–11)

Day 5

Analyze Close Reading for the Traits

Student Objectives

- Read a model memoir.
- Use the memoir rubric.
- Use the model memoir to study Word Choice, Sentence Fluency, and Conventions.

Student Activities

- Review “**Summer Surprise.**” (p. 7)
- Read and discuss **Using the Rubric to Analyze the Model.** (pp. 12–13)

Day 4

Write Draft

Student Objectives

- Complete a draft.

Student Activities

- Finish the draft. (p. 17)
- Participate in a peer conference.

Day 5

Write Revise: Organization

Student Objectives

- Revise to use transition words to link ideas.

Student Activities

- Read and discuss **Revise: Focus on Organization.** (p. 18)
- Reflect on a model draft.
- Apply the revising strategy.

Day 4

Write Publish: +Presentation

Student Objectives

- Discuss preparation for publishing and presentation.
- Use a final editing checklist to publish their work.

Student Activities

- Read and discuss **Publish: +Presentation.** (p. 24)
- Apply the publishing strategy.

Day 5

Write Publish: +Presentation

Student Objectives

- Use a memoir rubric.
- Share a published memoir.

Student Activities

- Share their work.
- Use the rubric to reflect upon and evaluate the model and their own writing. (pp. 8–9, 25)

To complete the chapter in fewer days, combine the learning objectives and activities in a way that supports students as they write.

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 Reflect

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.



Memoir 5

Why write a Memoir?

Read and discuss with students the reasons for writing a memoir listed on page 5. Point out that all writing has a purpose and is aimed at a specific audience. These authentic purposes help authors shape their writing. Ask students to read the To Entertain box. Then have them discuss other reasons why someone might write a memoir for entertainment. Repeat this process for the other three reasons. Then have students brainstorm other purposes for writing a memoir that are not listed on page 5. Encourage students to think about their own reasons for writing a memoir and how these reasons will affect the tone and focus of their writing.

Myers, Walter Dean. *Bad Boy: A Memoir*. Harper

Collins, 2001. *Bad Boy* is the story of Walter Dean Myers, a successful author who had to overcome many challenges in order to reach his goals. Myers walks us through the gritty reality of growing up in a poor family in Harlem. He candidly describes the racial struggles and behavior issues he experienced as a young boy, and how he developed a love of literature along the way.

Dahl, Roald. *Boy: Tales of Childhood*. Puffin, 1986.

In *Boy: Tales of Childhood*, Roald Dahl takes the reader through the fond memories, wild adventures, and crazy antics of his childhood in England. From laugh-out-loud funny to fantastically dramatic, Dahl's autobiography reads much like his books that so many love and adore.

CCSS Common Core State Standards (pp. Z20–Z28)
Speaking and Listening: SL.8.1a, SL.8.1b, SL.8.1c,
SL.8.1d, SL.8.2, SL.8.3, SL.8.6

Introduce Memoir

Linking Narrative Writing Traits to a Memoir

Some students might believe that only famous people write memoirs. Make sure students understand that anyone can write a memoir to narrate and reflect on personal experiences. Then ask students what might prompt them to read a memoir. **(Possible responses: it's written by a celebrity or other interesting person; it tells a good story; it's inspirational)** Remind students that a good memoir does not have to tell a wild or extraordinary story. Rather, it can tell an everyday story about an experience with which people can identify.

As students follow Ashley through the writing process, they will see how the Narrative Writing Traits have been adapted and applied to writing a memoir. They will see that a memoir has many factors in common with other types of narrative writing. However, the particular audience and purpose of a memoir determine how the traits are used.

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	<ul style="list-style-type: none">• a clear topic, experience, or series of events• relevant and descriptive details that support and develop the narrative
Organization	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• a voice and tone that are appropriate for the purpose and audience• dialogue that, if used, fits and develops the characters
Word Choice	<ul style="list-style-type: none">• precise words and powerful verbs
Sentence Fluency	<ul style="list-style-type: none">• a variety of sentences that flow and are a pleasure to read aloud
Conventions	<ul style="list-style-type: none">• 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!)

6 Narrative Writing

For teachers' inspection ONLY

Narrative Writing Traits in a Memoir

- | | |
|---------------------|---|
| Ideas | Ideas The writer focuses on one appropriately-sized experience. Vivid descriptive details and thoughtful reflection bring the narrative to life for the reader. |
| Organization | Organization The events are presented in the order in which they happened. The writer uses effective transitions to guide the reader through the events of the story, as well as link related ideas. |
| Voice | Voice A good writer uses a voice that is appropriate for both purpose and audience. The use of first-person point of view and engaging, revealing dialogue are effective ways to connect with readers. |

Online Writing Center



Provides six **interactive anchor papers** for each text type.

Memoir Model

Summer Surprise

by Manny Reyes

Narrator

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?"

Sequence "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!

Voice

Reflective Tone

Memoir 7

For teachers' inspection ONLY

Analyze Close Reading of the Model

Week 1 • Day 2

Student Objectives

- Read a model memoir. (p. 7)

Read the Model

Have students read "Summer Surprise" on page 7. Remind students to watch for the writing traits outlined on page 6.

Elements of a Memoir

Use the notes on the model to discuss each of the elements. Discuss Manny Reyes's use of first-person pronouns to establish that he is the narrator and to help better connect with his audience. Ask:

- How did he engage the reader right from the beginning?
(Possible response: He piqued the reader's interest by alluding to a surprising event in the future.)
- How did he organize the events? (in a natural order) How does Manny's reflective tone affect the reader?
(Possible response: By sharing his private thoughts, the reader can't help but feel more connected to both Manny and the story.)

You may wish to have students refer to What's in a Memoir? on page 4 for review.

Word Choice

Word Choice A good writer uses precise, sensory language to paint crystal-clear images of the setting, characters, and events for the reader. The more accurate and vivid each description is the better the reader can visualize and connect with the story.

Sentence Fluency

Sentence Fluency A variety of sentence types and structures is used in a good narrative to give the writing energy and flow. Thoughtful questions pull the reader into the narrative and add suspense.

Conventions

Conventions A good writer carefully edits his or her work prior to publishing. Mistakes in spelling, punctuation, capitalization, and grammar will confuse the reader and obscure the author's purpose.

CCSS Common Core State Standards (pp. Z20–Z28)
Speaking and Listening: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.6

Write Memoir

Week 2 • Day 1

Student Objectives

- Read and understand a prewriting strategy. (p. 14)

Prewrite

Focus on **Ideas**

Choose an Experience Read page 14 aloud, which explains how Ashley decided to write about a particular weekend trip. Discuss how Ashley understood that her first two memories were either too small or too detailed to be used for an assignment of this size. A brief memory, although striking, will not yield enough details for a writer to write an engaging memoir. An experience that is too large or spans too much time will contain too many details to fit into a two- or three-page memoir; inevitably, important information would be left out, and readers would sense gaps.

Encourage students to take a moment to think of their own memorable experiences and then choose one that is just the right size. Have them jot down some notes about the experience. Remind them that more details will come to mind as they begin writing.

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.

14 Narrative Writing

English Language Learners

BEGINNING/INTERMEDIATE

Parts of a Story Read a simple story to students. After you finish reading, say the name of the character(s) (for example, *Little Red Riding Hood*) in the story you read. Ask, *Is Red Riding Hood a person or a place? Is Grandmother's house a person or a place? What happened in the story?* Introduce the terms *character*, *setting*, and *plot*. Write them on the board and have students repeat them.

ADVANCED/ADVANCED HIGH

Story Map Review the elements of a story. Ask, *What can you find in a story?* Students should be able to answer questions such as *What is a character/setting/plot?* Students should know that the *conflict* in the story is the problem, and the *resolution* is the solution. Have partners brainstorm ideas for their memoirs and complete Story Frames as a prewriting activity.

Online Writing Center



Provides **interactive graphic organizers** as well as a variety of graphic organizers in PDF format.

14 Narrative Writing

For teachers' inspection ONLY

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

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

Memoir 15

Collaborative Conferencing

PEER TO PEER Have pairs exchange and review each other's Story Frames. Students then discuss if any critical information is missing or if any events are out of order.

PEER GROUPS Divide students into small groups. Students take turns reading their Story Frames aloud. Each listening student then points out one strength and one suggestion on how to strengthen and/or complete each Story Frame.

TEACHER-LED Meet with individual students. Have the student tell you the story in his or her own words as you follow along in the Story Frame. Together, discuss any discrepancies between the oral telling and the Story Frame and whether any details should be added or deleted.

Write Memoir

Week 2 • Day 2

Student Objectives

- Create a Story Frame to sequence events. (p. 15)

Prewrite

Focus on **Organization**

Make a Story Frame Point out how Ashley's Story Frame captures and organizes all the important story elements that describe her memory (the setting, the introduction, the climax, and the resolution) and will act as a guide as she begins her draft. (Go to www.sfw.z-b.com for the downloadable graphic organizer.) Have students use their notes to create Story Frames. Review the terms *rising action*, *climax*, *falling action*, and *resolution* if necessary.

Writer's Term

Story Frame A Story Frame is an excellent tool to help writers ensure that their stories have a clear beginning, middle (which contains the rising action, climax, and falling action), and ending. Once the Story Frame is complete, a writer can determine if the events are complete and in order and if the resolution truly wraps up the story.

CCSS Common Core State Standards (pp. Z20–Z28)
Writing: W.8.3a, W.8.3e, W.8.4, W.8.5, W.8.10
Language: L.8.6
Speaking and Listening: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.6

Write Memoir

Week 2 • Day 3

Student Objectives

- Begin writing with descriptive details. (p. 16)

Draft

Focus on **Ideas**

Begin a Draft Make sure students understand the difference between a draft and a final copy. Explain that the main goal when writing a draft is to get ideas down on paper. Assure students that there will be plenty of time for revising and editing later on.

Establish Context and Point of View Explain that, since Ashley is writing the memoir, she is the narrator and writes from her point of view. She begins by using many details to introduce the situation, or context, and to set up certain expectations for the audience.

Have students use their Story Frames to begin drafting their memoirs. Remind them to include plenty of engaging, descriptive details to help readers visualize the setting, characters, and actions. Encourage students to refer to the rubric often as they write, just as Ashley does.

Online Writing Center



Provides an **interactive writing pad** for drafting, revising, editing, and publishing.

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.

Differentiating Instruction

ENRICHMENT

Details and Tone Have students rewrite a paragraph from the model memoir. Before they write, have them choose an entirely different tone to express in the story. Once they've chosen a new tone—perhaps disgust or fear—explain that this new tone can be achieved by replacing or adding details in the paragraph. Have students share their finished work.

REINFORCEMENT

Practice With Details Write the following phrase on the board: *The world's greatest dessert*. Then write: *Sight; Sound; Taste; Smell; Texture*. Students should first choose a dessert to describe and then list several descriptive sensory details for each of the five senses. Then have students write a brief descriptive paragraph about their chosen dessert. Students then read their work aloud.

For teachers' inspection ONLY

Proofreading Marks

- ☐ Indent
- ≡ Make uppercase
- ↙ Make lowercase
- ^ Add something
- ℓ Take out something
- ⊙ Add a period
- ¶ New paragraph
- Ⓢ 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.

[added descriptive details]

"Hello! It's raining!"

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

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.

Memoir 17

Write Memoir

Week 2 • Day 4

Student Objectives

- Complete a draft. (p. 17)

Continue Drafting Read Ashley's draft on page 17 aloud as students refer to the Story Frame on page 15. Ask:

- Do the setting and introduction in Ashley's draft match the information outlined in her Story Frame? (yes)

Point out how Ashley included many more details in her draft than what appeared in her Story Frame. Assure students that more details will come to them as they write their drafts, too.



Writer's Term

Details Out of the five senses—sight, sound, taste, smell, and touch—writers often pay most attention to sight. While this may provide a reader with a colorful visual, the remaining four senses are just as important when creating a living and breathing story.

Collaborative Conferencing

PEER TO PEER Pairs exchange and read each other's drafts while referring to the Story Frame. Each student should be looking to see that all critical information is included and event sequence is followed in the draft. Students then offer suggestions on how their partner could strengthen or clarify the draft.

PEER GROUPS Small groups of students take turns reading their drafts aloud. After each draft is read, each group member notes a detail he or she found especially helpful in visualizing the story and then suggests one area where more details are needed.

TEACHER-LED Meet with pairs of students. As one student reads his or her draft aloud, the other takes notes and then asks questions such as *What did the blanket feel like?* to elicit more sensory details.

CCSS Common Core State Standards (pp. Z20–Z28)
Writing: W.8.3a, W.8.3b, W.8.4, W.8.5, W.8.10
Language: L.8.6
Speaking and Listening: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.6

Write Memoir

Week 2 • Day 5

Student Objectives

- Revise to use transition words to link ideas. (p. 18)

Revise

Focus on **Organization**

Use Transitions to Connect Ideas

Have students read the revised draft. Ask:

- Does the word *but* convey the idea of contrast? (**yes**)

Discuss why the revised transitions are more effective in conveying Ashley's meaning. (**Possible response: They provide variety, so the reader is more likely to notice them.**) Refer students to the list of transitions on page 521.

Writer's Term

Transition Words Transition words are also used to show similarity between ideas or things: *in addition to*, *similarly*, and *also* are examples of this type of transition.

Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

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. ~~But~~ I tried not to let it get me down.

[added effective transitions]

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. **However**, when we arrived it was raining. **Nevertheless**, I tried not to let it get me down.

Write

Use effective transition words to clarify and strengthen your writing.

English Language Learners

BEGINNING/INTERMEDIATE

Ideas Show students a photo or a drawing of your favorite place, for example, the pool. Describe how the place looks (**bright, clean, colorful**); how it smells (**like suntan lotion**); how it feels (**cool water**); how it sounds (**kids playing**); and how it tastes (**fizzy drinks**). Then have students draw a picture of their favorite places and describe the places to partners using sensory details.

ADVANCED/ADVANCED HIGH

Transition Words Explain that students are going to write a four-sentence story that begins, *Kyler had a great time on the class trip, but he couldn't believe what happened*. Students will take turns adding a sentence. Each sentence must use a transition word: *first*, *but*, *later*, *in addition*, *however*, or *finally*. When stories are finished, have groups read them to the class.

For teachers' inspection ONLY

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.

Memoir 19

Collaborative Conferencing

PEER TO PEER Student pairs exchange and read each other's drafts. Focusing on the use of effective transitions and first-person point of view, each student then determines if more transitions are needed and if first person has been used consistently. Each student offers feedback on how to strengthen these elements.

PEER GROUPS Divide students up into small groups. Each student takes a turn reading his or her draft aloud. Each listening member then suggests one place where a transition could be used to link ideas. The group then brainstorms different transitions as needed for each draft.

TEACHER-LED Meet with individual students. Read the student's draft and then ask questions (e.g., *How did that make you feel when she said that?*) to prompt personal reflections that can be added to the draft.

Write Memoir

Week 3 • Day 1

Student Objectives

- Revise to use a reflective tone and first-person point of view. (p. 19)

Revise

Focus on **Voice**

Use First Person Remind students that when they write a memoir, they are telling an important story that happened to them. First-person pronouns such as *I, me, my, mine, we, us, our,* and *ours* are used to show that the writer is involved in a story.

Writer's Term

Tone is like the background music in a movie. The same scene—a puppy wandering down a road—can take on very different meanings depending on the background music. Sad music implies the puppy is lost and alone. Energetic music implies the puppy is on a fun adventure and it's okay to laugh at his antics. A good writer uses the appropriate tone to suit both purpose and audience.

CCSS Common Core State Standards (pp. Z20–Z28)
Writing: W.8.3a, W.8.3c, W.8.4, W.8.5, W.8.10
Language: L.8.6
Speaking and Listening: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.6

For teachers' inspection ONLY

Write Memoir

Week 3 • Day 2

Student Objectives

- Revise to use precise words with the help of a thesaurus. (p. 20)

Revise

Focus on **Word Choice**

Choose Synonyms Use this sentence to discuss the effect of using precise words in a piece of writing: *Dad turned the car into the driveway.* Ask students if this sentence helps them visualize anything specific about the scene. Then invite them to suggest precise words that could help bring the scene to life. **(Possible responses: steered; green convertible; sparkling blue hybrid; cobblestone driveway)**

Remind students that a print or digital thesaurus can help them choose the right word for the occasion. If necessary, demonstrate how a thesaurus is used. Have a volunteer suggest a common word to look up, such as *happy*, and then read each synonym for the entry. Remind students that not every synonym will be appropriate; they must consider the shades of meaning of each word in order to choose the best one.

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~~ ^{pounding} down in sheets. At breakfast, Mom passed around French toast as she ~~talked~~ ^{chirped} in an upbeat tone that was obviously put on for our benefit. No one was ~~saying~~ ^{complained} buying it. "This weekend is officially a bust," I ~~said~~.

[used more precise words]

Write

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

20 Narrative Writing

Optional Revising Lessons

Ideas

Write a Memoir

Revise Focus on **Details**

The Rubric Says Narrative techniques (dialogue, descriptions and reflections) enliven the experience.

Writing Strategy Add descriptive details to bring the story to life.

After I finished my draft, I checked the rubric again. It said that I should use narrative techniques to bring my story to life. Here's a passage where I added descriptive details to help my reader's feel as if they were at the lake house with me.

[DRAFT]

With a sigh, I let out a postcard of the porch, where I could listen to the rain. But I knew who had used up all his patience by lunchtime, would not leave me alone. By dinner, my dad's nerves were back.

Write

Add details to bring your memoir to life.

Strategy for Writer's Guide 2 • Narrative Writing 1 • Novel • Use on page 20

Narrative 1

Sentence Fluency

Write a Memoir

Revise Focus on **Questioning**

The Rubric Says Well-written and well-paced questions add suspense.

Writing Strategy Use questions to add variety and build suspense.

Now it's time to revise. I know I should try to use all kinds of sentences to keep my writing interesting. The rubric says that well-written questions can build suspense if used in the right places. At first, I was confused about how to do this, but then I remembered a memoir I once read. Each time the author used a question at the end of a chapter, I wanted to read on to find out the answer. I can use a question to build suspense right before the climax of my memoir.

[DRAFT]

How would it be to get through another night like this? It could be a struggle, wouldn't it? I propped on the floor next to the bookcase and looked for something to read.

Write

Use questions to make your reader wonder what will happen next.

Strategy for Writer's Guide 2 • Narrative Writing 1 • Novel • Use on page 20

Narrative 2

Online Writing Center



Provides **interactive proofreading activities** for each genre.

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 ^{photo} ~~cat~~ album," said Mom. She ~~seen~~ ^{had} me take out a thick, leather-bound book. As I leafed through the pictures, my eyes ~~had fallen~~ ^{fell} on a striking girl in a red dress. "Who's this, Mom? She's beautiful."

Analyze

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

Write

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.

Memoir 21

For teachers' inspection ONLY

Write Memoir

Week 3 • Day 3

Student Objectives

- Edit to ensure simple and perfect tenses are used correctly. (p. 21)

Edit

Focus on Conventions

Edit for Verb Tenses Emphasize the importance of using a consistent verb tense when writing. A writer should not begin writing in the past tense and suddenly switch to the present tense.

To help students, you might wish to teach the mini-lessons on pages T22 and T23.



Writer's Term

Simple Tense/Perfect Tense One useful trick to use to determine if a verb is in simple or perfect tense is to ask: *What is the whole verb?* If the verb stands alone, then it is the simple tense. If the words *had*, *has*, or *have* help create a verb phrase, it is the perfect tense.

Related Grammar Practice

Conventions Grammar, Usage & Mechanics

Emphatic Present and Past Tense

Know the Rule
To give force or emphasis to a verb, use the **emphatic forms** of the verb. The emphatic forms are often used to answer a question.

- The **present emphatic** is made by adding the auxiliary do or does to the present tense of the verb.
Example:
I **do** feed the dog every day.
- To form the **past emphatic**, add did to the present tense.
Example:
I **did** walk the dog this afternoon.

Practice the Rule
Number a sheet of paper from 1–10. After each number, write the verb from the parentheses that is in the emphatic form.

1. I (bark / do bark) that a dog needs lots of care.
2. The cat (does require / requires) me all attention.
3. I (did take care of / had care of) the March dog while they were away.
4. I (want / do want) my new dog very much.
5. Yes, Kya (does hope / does hope) I will take care of the puppy.
6. I (joked / do joke) out / (did pick out) the size I want.
7. The puppy (does want / wants) to go home with me.
8. Kya (did explain / explained) how to care for the puppy.
9. I (do love / have) time for a puppy, homework, and baseball.
10. Yes, I (believe / do believe) the puppy and I are meant to be together.

Appendix A Grammar Practice 500

Student Edition page 499

Conventions Grammar, Usage & Mechanics

Transitive and Intransitive Verbs

Know the Rule
A **transitive verb** is an action verb that transfers its action to a direct object.
Example:
Rafael **planted** a garden.
An **intransitive verb** does not have a direct object. An intransitive verb shows action that the subject does alone. Many verbs can be either transitive or intransitive, depending on whether there is a direct object. One way to tell whether a verb is transitive or intransitive is to ask (What or Whom) after it. For example, *Planted what?* If the question can't be answered, the verb is intransitive.
Example:
Even in the city, the garden **thrives**.

Practice the Rule
Number a sheet of paper from 1–10. After each number, write **intransitive** if the underlined verb is intransitive or **transitive** if it is transitive.

1. Vegetables grow in that part of the garden.
2. Rafael waters the garden every day.
3. Some worms ate the tomatoes.
4. Rafael complained about the worms.
5. Some monarchs jump over fences every day.
6. Rafael gardened after school.
7. He planted the seeds.
8. He planted his garden in the winter.
9. These flowers make the garden even more colorful.
10. Next year he will grow herbs, too.

Appendix A Grammar Practice 500

Student Edition page 500

CCSS Common Core State Standards (pp. Z20–Z28)
Writing: W.8.3d, W.8.4, W.8.5, W.8.10
Language: L.8.1b, L.8.2c, L.8.3a, L.8.4c, L.8.6

Write Memoir

Week 3 • Day 4

Student Objectives

- Discuss preparation for publishing and presentation. (p. 24)
- Use a final editing checklist to publish their work. (p. 24)

Publish + Presentation

Publishing Strategy Remind students that they have worked hard on their memoirs and making a neat final copy is the best way to present their work. Whether they handwrite or type their memoirs, the appearance is very important.

Ask students if they like Ashley's choice for sharing her memoir. Tell the class that her choice is not the only option for publishing their work. Invite students to name other ways they could publish their own memoirs.

Review Ashley's final checklist. Have students make checklists of their own to check over their writing. Encourage students to share copies of their memoirs with friends and relatives who might be interested in reading about their important experience.

Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

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.



Differentiating Instruction

ENRICHMENT

Multimedia Presentation Suggest students collect short videos, audio recordings, or photographs relating to their experiences to display along with the text. The items can come from their personal collection, or they can gather related images online. Showing slide shows of the images or playing videos while reading their work aloud will greatly enhance the audience's experience with the memoir.

REINFORCEMENT

Support Word-Processing Skills Set aside time for students to experiment on computers before it is time to type the final copies of their memoirs. Pair students who need some guidance with more computer-literate classmates. Features to be reviewed are using the tab key; setting margins; selecting a font; and saving, retrieving, and printing a file.

For teachers' inspection ONLY

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 traits of a good memoir? Check it against the rubric, and don't forget to use the rubric to check your own memoir, too.

Memoir 25

Write Memoir

Week 3 • Day 5

Student Objectives

- Use a memoir rubric. (pp. 8–9)
- Share a published memoir. (p. 25)

Presentation Strategy Remind students how important it is to start a new paragraph every time the speaker changes in dialogue. This visual cue helps readers keep track of who is saying what. Encourage students to use a computer to produce a neat final copy with consistent paragraph indents.

Reflecting on a Memoir

Ask students to return to the rubric on pages 8–9 to evaluate Ashley's memoir. Have students work in groups to decide how to score the writing on each of the six traits.

Ask students to reflect on the experience of writing a memoir and have them share what was hard and what was easy for them.

Tech-Tips

Personal Web Pages

Create a Virtual Résumé While students write their memoirs, encourage them to consider their digital footprints—the information about them immediately searchable within Google or other search engines. Invite students to take control over that digital identity by creating a virtual résumé/page within About.me to which they link the sites or social media that establish their voices as readers, writers, or participants in interested communities. For example, artists could create a page linking to published work, and readers could connect to virtual libraries or written reviews.

See www.sfw.z-b.com for further information about and links to these websites and tools.

CCSS Common Core State Standards (pp. Z20–Z28)

Writing: W.8.4, W.8.5, W.8.6, W.8.10

Language: L.8.2c

Speaking and Listening: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6