

Personal Memoir Rubric

Genre Chart Memoir	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader and organizes paragraphs with a repeating line	Organizes paragraphs with a creative repeating line that engages the reader	Organizes paragraphs with a repeating line that engages the reader	Repeating line is unclear and does not engage the reader	Does not organize paragraphs with a repeating line or engage the reader
2 Develops details of events with description and dialogue	Creatively develops details of events with description and dialogue	Develops details of events with description and dialogue	Develops details of events with description <i>or</i> dialogue	Introduces events but provides no dialogue
3 Uses vivid verbs, sensory details, similes, and metaphors	Strategies paint a clear and detailed picture with words	Strategies create a picture with words	Words do not create a clear picture	Does not use any strategies to create a picture with words
4 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
5 Concludes with a reflection	Reflection is meaningful	Concludes with a reflection	Has a conclusion but is not reflective	Does not have a conclusion
6 Correct conventions support meaning	Minor or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

Personal Memoir Outline

Topic of memoir: _____

Repeating line: _____

Paragraph 1

First Memory: _____

Details (at least three):

Paragraph 2

Second Memory: _____

Details (at least three):

Paragraph 3

Third Memory: _____

Details (at least three):

Conclusion

Final Thought: _____

Details:

Metaphor Practice

Definition: A figure of speech that compares two things that have something in common. A metaphor does not use like or as.

Read each sentence. Explain how the two items are alike.

1. **Her heart is a cold stone.**

How are the two items alike? _____

2. **She is a stubborn mule.**

How are the two items alike? _____

3. **Life is an adventure.**

How are the two items alike? _____

4. **The city was a ghost town.**

How are the two items alike? _____

Finish each sentence using a metaphor.

5. The race car was _____

6. The ocean _____

7. He is _____

Adverb Practice

Definition: a word that describes a verb.

Write the adverb and verb in each sentence.

verb

adverb

1. Jane quickly read the book.

2. Grandpa snores loudly when he sleeps in the armchair.

3. Alicia stamped her foot angrily.

Rewrite the sentence using the adverb in parentheses.

1. Abby raises her hand in class. (frequently)

2. Ms. Orozco answered the door. (cheerfully)

3. The student stared out the window. (sleepily)

Begin a sentence using the following adverbs. Be sure to use a comma after the adverb.

Example: *Bravely*

Sentence: Bravely, she began to share her opinion.

4. *Lazily* _____

5. *Gently* _____

6. *Quietly* _____

7. *Excitedly* _____

Revision: Personal Memoir

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart	
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Engages the reader and organizes paragraphs with a repeating line

Suggestion for improvement: _____

Develops details of events with description and dialogue

Suggestion for improvement: _____

Uses vivid verbs, sensory details, similes, and metaphors

Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Concludes with a reflection

Suggestion for improvement: _____

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

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- | | | |
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| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Personal Memoir Assessment

Personal Memoir Genre Chart

- Engages the reader and organizes paragraphs with a repeating line
- Develops details of events with description and dialogue
- Uses vivid verbs, sensory details, similes, and metaphors
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Write a personal memoir that includes all the elements from the Personal Memoir Genre Chart.

Think about your time in first grade. Recall who your teacher was, your classmates, and what things you did. Write a personal memoir about first grade that reflects a level 4 from the rubric. Be sure to include a repeating line.