

### Personal Memoir Rubric

Genre Chart Narrative Memoir	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<b>1</b> 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
<b>2</b> Develops details of events with description and action	Creatively develops details of events with description and action	Develops details of events with description and action	Develops details of events with description <i>or</i> action	Introduces events but provides no details
<b>3</b> Uses vivid verbs, sensory details, similes, metaphors, and onomatopoeia to set tone and mood	Strategies create a detailed visual 3image that set a clear tone and mood	Tone and mood are developed using multiple strategies	Tone and mood are underdeveloped with chosen strategies	Lacks strategies to set tone and mood
<b>4</b> 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
<b>5</b> Concludes with a reflection	Reflection is insightful	Concludes with a reflection	Has a conclusion but is not reflective	Does not have a conclusion
<b>6</b> 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):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Personal Memoir*  
*Lesson 2*

**Paragraph 3**

Third Memory: \_\_\_\_\_  
\_\_\_\_\_

Details (at least three):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Conclusion**

Final Thought: \_\_\_\_\_  
\_\_\_\_\_

Details:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Onomatopoeia Practice

*Definition:* Words that imitate sounds

**Read each sentence. Write the onomatopoeia. Then, tell what the sound describes.**

1. **Wee woo wee woo!** The burglars looked nervously at each other. They had to get out of there.

Onomatopoeia \_\_\_\_\_ What does it describe? \_\_\_\_\_

2. **Pop, crack, pop, crack!** The fire burned as the wind blew.

Onomatopoeia \_\_\_\_\_ What does it describe? \_\_\_\_\_

3. **Swoosh!** The birds dove for the fish.

Onomatopoeia \_\_\_\_\_ What does it describe? \_\_\_\_\_

4. **Snap! Snap!** Walking along the trail, I felt the twigs and leaves break under my feet.

Onomatopoeia \_\_\_\_\_ What does it describe? \_\_\_\_\_

**Use the onomatopoeia to create a sentence.**

5. achoo \_\_\_\_\_

\_\_\_\_\_

6. eek \_\_\_\_\_

\_\_\_\_\_

7. smack \_\_\_\_\_

\_\_\_\_\_

### 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 action**

*Suggestion for improvement:* \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ **Uses vivid verbs, sensory details, similes, metaphors, and onomatopoeia to set tone and mood**

*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. _____<br><i>(Grammar focus for the class)</i>                        |

**Editing Checklist**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Editor 1: \_\_\_\_\_

Peer Editor 2: \_\_\_\_\_

**Peer 1**

**Peer 2**

- |       |       |   |
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| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced        |
| _____ | _____ | 7. _____<br><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 action
- Uses vivid verbs, sensory details, similes, metaphors, and onomatopoeia to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

**Write a personal memoir that reflects a level 4 from the rubric.**

Think about a great year you had. What happened? Who was with you?  
What did you do? Why was it a great year?