

A Life: Written and Remembered  
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**Overview**

The main goal of this unit is to teach memoir writing and allow students to explore personal experiences and events that have shaped their lives. This unit that I have chosen to write, A Life: Written and Remembered, is designed for students at an elementary level, third through fifth grades. However, this unit can be adapted for any student at any grade level. My intention is to utilize this curriculum unit for my third grade class, which is self contained, at Mifflin Elementary School. The subjects that I teach to my students include: Reading, Language Arts, Mathematics, Handwriting, Spelling, Social Studies, and Science. This unit will be integrated into the existing curriculum to help meet the Pennsylvania Academic Standards. In third grade, the Macmillan reading curriculum focuses on a major genre of writing for each unit. This unit will primarily focus on writing, the writing process, and the integration of childhood memoir. The writing pieces that the students generate are used to fulfill requirement for their writing portfolios. To add to my curriculum unit, I will make reference to writing research, the “Step Up” and Write program as demonstrated

from professional development workshops with Frances Doyle, and the importance of childhood memoir writing. Writing, along with reading activities, will be included in this unit. Students will be introduced to autobiographies and memoir writing to help set the stage for the writing activities as well as student understanding of the unit. The writing activities will involve summaries and personal responses to questions that will culminate into a complete childhood memoir. The third grade curriculum requires students to complete responses to information, responses to literature, personal narratives, research writing, a how to paragraph, and other writing pieces. The rationale for the creation of this unit is to help me as a teacher to meet the requirements and guidelines for the students to complete their portfolios. Producing this unit will allow me to monitor the lives, experiences, feelings, and interests of my students based on the topics of memory and to help gain an appreciation of the lives and experiences of their classmates. The seminar which I attended, *Through The Lens Darkly*, inspired me to put this curriculum unit together. I believe that this unit will enable my students to satisfy the curriculum requirements put forth by the Pittsburgh Public School District. Even though this unit is highly focused on writing, it can be adapted and adjusted to any subject area.

Students will read autobiographies that are written for their reading level. Students like to read stories that interest them or touch them personally, or from experiences from others that they have known in their lifetime. Not only do my students enjoy reading, but they also enjoy responding by writing about what they know. Many of my students invent and write their own stories during down time and recess then ask me to read their creations after they are finished. I think the link between reading and writing through the use of this unit will help keep my students motivated and integrated even more through what they learn. Why not let students write about what they know best? Let them write about themselves. They need to experience their thoughts, experiences, and memories from their own perspectives. I am curious to see how my students view life through their own eyes. My role is to help the students by modeling autobiographies and the writing process, and giving them basic instructions pertaining to memoir writing.

Ultimately, I would like to take my students on a journey involving their perspectives, their feelings (good and bad), and anything else that they would like to share that is personal to them. The activities in this unit will allow my students to explore themselves freely. My role is only to involve myself with the memoir instruction and the writing process that will lead to their final products. I intend to have my students work independently on some activities while also having them working in groups for other activities.

The main project from this unit will include the written accounts of the students' lives and experiences. The project will follow the steps of the writing process: pre-writing, draft, revision, proofreading, and publishing. Once all of my students have completed their final memoirs, I will compile them and publish a class book. The activities that will be used in this unit are meant to motivate students. Since the activities focus on the experiences of the students exclusively, I am sure that they will be very excited to discuss themselves to anyone who is willing to listen. Children love to talk about themselves. They do it everyday. They cannot wait to tell you what is going on in their lives. It's nice to see such excitement come from children. I am sure that I will learn a lot from this experience also, so I will be just as excited as the students. I expect this unit to take approximately nine weeks, which is one grading report quarter. As a culminating event, the students will have the opportunity to videotape their memoirs and present them to the class.

### **Rationale**

I have been teaching for about six years. Even though it does not seem like much time, I can recall many memories and experiences since the start of my career, all of which has brought me where I am at this point today. However, I have so many memories and experiences that I can recall from my life that it would take me years to adequately document them in memoir form. Teaching third grade, for example, conjures up memories of my third grade experience. Going to a catholic school was not much fun for me. I recall my teacher screaming and yelling incessantly. Students of today have no idea what school was like for the generation before them. Can you imagine how it feels to get your ear pulled just because you identified a music note wrong during music class? If not, consider yourself lucky. I was not one of the lucky ones. This, I mention, because I always look at students and think, "They don't know how different school was when I was their age." Just thinking about what life was like as a third grader shapes how I teach as a third grade teacher. Because that experience hovers around in my subconscious, it has meaning and has shaped me to be the kind of educator that I have become. According to Katherine Bomer, we place adults into four general categories; nice, funny, boring, or mean (Bomer XIII). Use your own background knowledge and experience and make an inference about how I felt about my third grade teacher and what category I would put her in when I was nine years old. Enough said there.

Memoir writing is the focus of my unit for my students for two reasons. One, students can hold onto special times, experiences and events in their lives as they specifically recall them happening. Two, children need more opportunities to write and be able to compose written works using the steps of the writing process. In my experience it is clear that many of my students struggle with writing, even writing short paragraphs. Writing is looked upon as a very important part of academic success and affects how we interact as a literate society. American students are not writing proficiently based on the National Assessment of Educational Progress

(NAEP) for 2002. Young students are failing in startling numbers to master their writing skills (Sopris West, Research Basis for Step Up to Writing 1).

As educators, we have students who are reluctant to write for us. If a student does write, it is usually a few sentences that are not relevant to the task. These learners just want to write just to get the task out of the way. I do not believe that students who dislike writing in class dislike writing altogether. In fact, I know from experience that students may not be interested in the genre of writing that they are asked to perform. I find that if you are flexible and give the students freedom to explore topics of writing, they will be more likely to participate and become excited about their writing, hence, the reason why I chose memoir writing as the topic of my curriculum unit. As I mentioned earlier, young children love to talk about themselves and what is going on in their lives. Humans in general are that way. We enjoy talking about our daily lives. Talking about ourselves is how we connect with each other and how we find out why other people feel the way they do. It's also how we discover about how the lives of others are much different from our own, allowing our hearts and minds to understand how life is for others (Bomer 2). I can ask my class what they enjoy doing outside of school or what they did over the weekend, and immediately the hands go up and they sounds of Ooo's and Ahh's are released throughout the room. Some students almost jump out of their seats to respond. They get so excited when they are given the opportunity to talk about themselves. If my students can freely talk about themselves, then they will be more interested in writing freely about themselves also. That's very important because we, as educators, need to spark the desire to write in our students. The goal is to make our students successful in writing and therefore successful overall. My goal for the unit is to focus on the writing of course. More than two thirds of America's students demonstrate only partial mastery of knowledge and skills necessary for strong academic performance when it comes to writing (Sopris West, Research Basis for Step Up to Writing).

In this unit, I involve the Step Up to Writing program into my rationale and activities with my students. I first learned about components of the program during an all day in-service titled "Write Tools" presented by Frances Doyle of the Pittsburgh Public School District. The Step Up to Writing program is research based and it actually captured and held my attention (those who know me know that my attention tends to escape unless something strong has a good hold of it.) This program teaches the writing process in a very explicit and systematic way. It takes the writing process, as we know it, and provides multiple strategies to help students to write proficiently. Each step of the writing process is put to work using this program. The strategies include writing strategies for planning, revising, and editing. Color coding is used to create and analyze text. Sentence strips are used to take a close look at sentence structure and then have students create stronger, more meaningful sentences. Concept maps are utilized to develop and maintain vocabulary which is very important when writing. Even the pre-writing stage is made to obtain faster success with students

since informal outlines are provided, as well as checklists for revising work. What caught my attention about this program when I attended that in-service was how the program allows students to work collaboratively to plan, draft, revise, and edit their compositions. This is something I already do in my classroom, so it is nice to see a researched program support that. Lastly, all the strategies and activities in this Step Up to Writing program are tied to specific and attainable goals. The objectives in this program are matched with the strategies and flexibility necessary for different age groups and abilities. Students are provided with checklists and examples so they can comprehend the focused expectations of each writing piece that they generate. I will utilize components of this program in my unit in the “Activities” portion of this unit. For more specific information regarding research and the program itself, visit the Sopris West website at [www.sopriswest.com](http://www.sopriswest.com) and click on the Step Up to Writing link.

What is very beneficial to me and my students about memoir writing is that it does not require children (or adults) to recall their life from birth leading to the present. Autobiographies are retelling of events which tend to be written for people of some social status to read. Unlike autobiographies, memoirs can be derived from a person’s life from any time (Bomer 4). It can be a trip to the zoo, a vacation someone took, or someone recalling the love of their mother. The possibilities are endless without the chronological restraints of an autobiography. You can write a memoir based upon age eight or fifty (Bomer 6). This type of writing allows students to tap not only into their memories but the feelings that were directly attached to those feelings. Again, my goals here are to allow my students to explore themselves as themselves and to foster better writers from this writing genre along with the use of some components from the Step Up and Write program. However, there can be danger. With this type of writing, you may encounter a student who may recall a bad time or situation as a memoir. Be sure to monitor the memoirs that your students choose. If children feel strongly about writing a memoir based on a bad situation or event, allow him or her to write it. It may be a way for students to express themselves and act as a form of self therapy. This could be a delicate situation, but do not try to stop students from exploring themselves. Use your own discretion when encountering students with difficult memoirs. The first secret to strong memoir writing is honesty. The memoirist makes a commitment to tell the emotional truth as it was felt to him or her (Bomer 9).

Another reason to choose memoir writing is that it possesses a reflective quality. We have students write personal narratives, but they are not typically written to be reflective. Memoirs are reflective because they are personally backed by strong feelings about the time, place, event or situation. With personal narratives, it all boils down to that they are basically experiences that occur over time (Bomer 11). Why follow through with memoir writing? The bottom line is that it is written with honesty and feeling. It’s those elements that make us human. Besides, all of us have feelings. We all have something to say.

What's even more exciting about children writing their memoirs at a young age is that as they grow and live life more, they will be able to interpret and understand the feelings and experiences they had with a much greater appreciation. For teachers, when students have a voice and have an opportunity to use that voice, it helps us and other students create relationships and a forum for learning (Bomer 17). As teachers, we must train our classrooms in receptive learning communities. A receptive learning community is made up of people who care to hear about what it is like to be you, me or someone else. When we take that kind of interest in others, it helps us live together in the classroom each day we spend together (Bomer 23). The aspect that I appreciate about memoir writing is that not only that it reflects happy and sad situations in our lives, but it exposes us to the diverse cultures that exist in our classrooms all over the United States. We learn and discover cultures and traditions that we would not know anything about otherwise.

Now it is time to tie the memoir writing into the writing process. After all, the purpose of memoir writing is to help immerse our students into writing and make them better writers. Combining memoir writing with the writing process will motivate students to write from their own free will. To begin the writing process, we need to allow time for our students to brainstorm and generate their ideas for what they want to write about. Motivating students to write excites the students' thought processes. It helps students to think both critically and creatively when they brainstorm. It's an invitation to think. The most powerful and natural motivator is to have a real reason to communicate. This involves having a real audience and a purpose before writing. The brainstorming portion of memoir writing is just taking the time to let the students recognize their ideas. This is a low-stress, risk-free activity where children can think their thoughts onto a page without being held to rules, formats, or consequences (such as grades on tests)(Bomer 29). There are two major methods that I will use when brainstorming: visual displays and listing ideas. Using visual display incorporates webbing, clustering, mapping and outlining. Listing is where students brainstorm multiple lists to capture and organize their thinking. These two methods help students to generate many ideas in a short period of time. Five to fifteen minutes to start should be enough, but you can modify those times to your liking. We want to get our students ideas flowing. The more ideas that they can conjure up, the better. It's important that each child is involved and actively participating. For students who may be struggling, use thought provoking questions, wait for those students to think, and respond to students ideas that support higher level thinking to guide those students through this brainstorming process (Sunflower XIV). When asking thought provoking questions, it's important to allow students that extra wait time for thinking. When those students who are having difficulty answer model respect by looking at the students as they are speaking. Accept their ideas, no matter how strange they may seem to you; otherwise, a student may not respond or share their feelings especially students with a history of failure. Reinforce your students' ideas by writing students' words and ideas on the board or dry erase board and by making a positive response to their responses verbally (Sunflower XIV). Throughout this

process, allow students to squeeze out as many memories as they can. From the lists, webs, clusters, and maps that the students have generated, they can choose the ideas that they will transform into their memoir draft. To get the memoir process to begin smoothly, it may not be a bad idea to take the time to work through the brainstorming part of the writing process. As the project continues, allow students to keep a notebook to record any further memories that may occur to them. Group brainstorming is also another good technique to use. Students can exchange ideas with each other.

The second step in the process is draft writing. This is the second step in the weekly planner for the writing process as it appears in the Macmillan reading curriculum. Depending which levels you teach, you may want to adapt the steps in the process according to the curriculum that you use. My writing process follows the Macmillan format since that is used for elementary grades kindergarten through fifth grades. The drafting process must be freeing to students so they can see it as an opportunity to renew and redo, and not as part of some tedious task. During the drafting process, students write without worrying about conventions. Lower level students can dictate their ideas to another student, paraprofessional, or a teacher. As students begin to feel more comfortable and successful, they will eventually fade from waiting for assistance from others. I've seen this first hand from students I have taught. As teachers, we have to do whatever it takes to have students become successful and gain self confidence.

When writing memoir, the students must feel that the draft is like a chance to write as if they are laying the foundation for building a house and applying several coats of paint until it is finished. Again, students should have fun with writing their drafts. After all, they are writing about themselves and making their voices be heard. What child would not enjoy that opportunity?

As educators, we respond to our students' work. The goal here is to teach students how to self evaluate and revise rather than having them focus on error-free work. We allow the students to be responsible for their thinking that way. There are five techniques, according to Cherlyn Sunflower that puts the students in control of their self evaluation and revisions. The five techniques are: read aloud, positive comments, question and listen, checklist, and peer feedback. First, the "read aloud" technique has the students reading aloud a part of the whole writing piece to other students. Other students can then decide whether or not the desired outcome is achieved. Second, the positive comment technique differs from the general comment type of praise because it focuses on the writing piece or the audience instead of what the teacher is looking for or likes. Next, there is the "question and listen technique." This technique uses probing open ended questions such as who, what, where, when, why and how. This helps students focus on a particular part of the writing, allowing them to be decision makers. This helps them to become critical thinkers instead of the teachers

having to be the editor or grader. Then, there is the “Checklist” technique. This technique gives structure to writing, but it also promotes independence too. Checklist can be completed by students or peers. The final technique when responding to students writing is the “Peer Feedback” technique. This technique should be used after the students have participated in the first four techniques. Peer feedback is important because it gives students the chance to get reactions from other readers and to see how well their ideas have been communicated.

The revision process allows students to get to know each other when memoir writing because they hear, listen, and read what life was like for each other as they remember it. When students read or listen to memoir, it teaches them how to write memoir.

Before moving to the publishing part of the writing process, proofreading and final edits of the work need to be made. This process improves speaking, listening, reading, spelling, grammar, and mechanics such as capitalization and punctuation. The goal here is to see the students language arts skills blossom from the instruction. Finally, there is the publishing step of the writing process. This step makes writing meaningful because it gives students the chance to present their finished products to various audiences. Authentic communication opportunities include a real reason to extend memory, to organize ideas, to clarify feelings, and to entertain.

## **Objectives**

As mentioned earlier, students in the Pittsburgh Public School District are required to develop writing skills and compile a portfolio. As my students complete the activities included in this curriculum unit, they will meet many of those writing requirements. Also, students will present their memoirs to their class as part of an in-class viewing activity. To help my students successfully reach the curriculum goals, rubrics from the MacMillan resources will be utilized in assisting my students to understand the seriousness and importance of the district’s requirements. The desired result helps the students to meet and possibly exceed the expected criteria for each individual piece of work. The objectives that will help the students progress through the unit are as follows:

1. The students will be able to identify, recite, read, and define key terms associated with the writing process and memoir writing.
2. The students will listen and comprehend samples of published texts that highlight and exemplify memoir writing.

3. The students will be able to confer in cooperative learning groups to share ideas that will spark memories for memoir writing.
4. The students will be able to discuss their memoirs with each other and how the memoirs affect them personally.
5. The students will be able to find additional texts and examples of autobiography/memoir writing via the internet or library.
6. The students will be able to compare and contrast the memoirs of other students in the class.
7. The students will create their own memoirs.
8. The students will view a video that reviews the writing process and discuss the stages of the writing process in order to carry out the process when writing their memoirs.
9. The students will be able to write paragraphs using the components of the “Step Up To Writing” program in which will allow students to stop, think, and go with the tools to successfully create a memoir or memoirs of their own.
10. Students will write memoirs that humanize their thoughts, experiences, and memories from their own perspectives.
11. Students will complete their memoirs and publish them in the form of a book to share with the class.
12. Students will be able to listen, notice, and realize the diversities that their classmates share as they read and share their memoirs with each other.
13. Students will be provided with checklists and examples of memoir writing so they can comprehend the focused expectations of each writing piece that they generate and know that the final outcomes have been achieved.
14. Students will be able to explore themselves and to foster better writers from this memoir writing genre.
15. The students will be able to expand vocabulary through listening, reading, and writing opportunities.
16. The students will write to entertain and to inform their fellow classmates about the important memories in their lives.

17. The students will initiate new topics for discussion and add new ideas to topics being discussed.

## **Strategies**

Most students that I have taught during the span of my teaching career thus far have been primarily successful through visual learning. I think that is in part due to my teaching style because I am a visual learner myself. Visual learning is a teaching style that seems to captivate and “reel in” my students so to speak. In my classroom, my instruction is heavy on the use of visuals such as photos, overhead transparencies, videos through the use of the Epson projector, the use of maps, and of course the use of the chalkboard as visual aids. In addition to that, I have built a surround sound system made up of my own equipment to use audio in the classroom too. Audio such as the weekly stories from the MacMillan curriculum played on compact disc to the use of music in the classroom to help aid children in their understanding of the material. The above aids will be utilized in this unit to prepare my students to understand the components that make up this curriculum unit. To help my students receive a clear understanding of memoir writing, it will be important for them to make sense of the vocabulary associated with memoir writing along with the understanding of the steps in the writing process. My class will need to know the components that make up memoir writing and how those components fit together cohesively. In order for my students to embark on this genre of writing, I will systematically take my students through the steps of the writing process accompanied by simplifying specific terms and vocabulary for better understanding. I need to make the transition into this genre of writing as smooth as possible for my students.

Also to help assist my teaching of memoir writing from this curriculum unit, I will use actual published memoirs to share with the class as a large group so they can begin to understand what memoirs are and gain a better understanding of the task that they are being asked to perform. I will read memoirs to the class initially, stopping periodically throughout the reading to explain and analyze what is being said in the memoirs. The terms that the students learn about memoir writing can be used in context as the readings of the memoirs progress. The memoirs that I have attained at the Carnegie Library are grade level and age appropriate. A few of the memoir books that I have found for use with my third graders can be found on my bibliography page at the end of this unit. Of course, you will adapt the memoirs you read based on the grade level you teach.

With this genre of memoir writing, it is important for students to understand that their lives are stories that can be shared with others that have meaning and are written with feelings behind them. Since the basis of this curriculum unit is to have students recall

significant memories, situations, feelings, and experiences in their lives, the importance of that needs to be discussed in class. I will sample the discussion with specific memories of my childhood along with specific memories from my adulthood as well so they can conceptualize and imitate those examples with examples of their own memories. This discussion will create more excitement and interest among the students as the examples are shared.

Much of this curriculum unit will evolve from memoir instruction leading to the understanding and use of the writing process. In order for my students to successfully write their memoirs, not only will they have to know what memoirs are, but they must be able to successfully implement the writing process in order to communicate clearly what they want their memoirs to say to their audience. In this unit, the audience is primarily made up of the students in the class and the classroom teacher. I will use the video, “ Writing For Children -The Writing Process,” by Schlessinger Media to motivate my students to become prepared for such a fun and exciting writing project. The video is designed for students Kindergarten through fourth grade. The video lasts approximately 23 minutes. The video is about a group of young editors rushing to meet a deadline for the next issue of a magazine called Wordswork. The editors find themselves passing through the steps of the writing process. They stop and learn the importance of prewriting which is the thinking and planning stage of writing. It then helps them to transform ideas into a written draft with topic sentences and supporting details. A major point of the video is that a first draft is never perfect. The Wordswork kids then learn how to revise and improve their writing. Finally, the kids are excited because it is time to proofread and publish their work. It is also important to mention that teachers’ guides are available online by visiting [libraryvideo.com](http://libraryvideo.com). From brainstorming to proofreading the young editors in this video discover how good writing makes words work. Throughout the video students will see the use of colorful graphics, clear explanations, examples, plenty of humor, and the process of writing unfold. Visit the above website for more information about this video. The video can also be checked out at your local Carnegie Library.

Once the students are more experienced in understanding memoir writing and the writing process then I can begin to introduce the activities that will be completed throughout this curriculum unit. The activities in this unit are connected to the requirements and standards set forth by the Pittsburgh Public School District for communications. For the class, I will have sample memoirs already written and displayed in a narrative format that my students are already familiar with. The memoir writing format will be taught and modeled to the class before the activities begin. The examples will help students to brainstorm and prewrite their own memoirs taken from the examples that were displayed. The students’ memoirs entries will be included in their communications portfolios. The students will be made aware of the connection between what they learned in the classroom and its importance in their real life experiences.

The final strategy that will be used in this curriculum unit will be the transformation of their memoirs to film. To make this unit more vibrant, exciting, and engaging, the students will have the opportunity to take their written memoirs and record them to video. The recording of the memoirs will be produced by me in school, but the children may record their own at home with their parents, guardians, friends, and other family members. This strategy will work very well to culminate all the information that the students have learned throughout this unit while exciting them with the opportunity to videotape their memoirs and share them in a viewing activity with their classmates. Also, they will be able to keep their videotaped memoir as a memory of their third grade experience. I find this strategy to be very fitting because it ties into the whole experience of memoir writing. As students work through the objectives in this unit, not only will they be fulfilling the district's requirements, but they will be satisfying and exploring their interests at the same time. It is important that students learn and enjoy while completing the unit's activities. The idea is to keep the students engaged in enriched learning experiences which will in turn motivate students to become even more involved in the learning process on their own.

### **Classroom Activities**

Here are detailed descriptions of the activities that will be used to meet the requirements and standards of the Pittsburgh Public School District. These activities represent the heart of the unit. These activities were designed with the interest of the students in mind. All activities can be adapted and modified for special education learners where applicable.

#### **Activity 1 – Memoir and Writing Process – The Terms**

For this activity, the students will read, recite, and identify the terms used in conjunction with memoir writing and the writing process. The use of these terms through reading and discussion will make the activities more comprehensible and interesting for the students. They need to know these terms in order to understand and complete their writing assignments. Here is a list of terms that students will refer to as “terms to know”:

*memoir*  
*genre*  
*relationship*  
*honesty*  
*retrospection*  
*memoirist*  
*diversity*  
*witness*  
*generating*  
*revising*  
*proofreading*  
*peer response*  
*identity*  
*interpreting*

*autobiography*  
*theme*  
*factual*  
*reflection*  
*experience*  
*perspective*  
*memories*  
*brainstorming*  
*drafting*  
*editing*  
*publishing*  
*writer's notebook*  
*freewriting*

## Activity 2 – Comparing and Contrasting

For this activity, the students will compare a short memoir entry to the entries of other students in the class. The students will tell what is alike about their entries and what is different. Students will write one to two paragraphs discussing the similarities and/or differences they have found. This activity parallels the “compare and contrast” concept that is taught from the third grade MacMillan reading curriculum. Cooperative learning groups or partners can work together to complete this activity.

## Activity 3 - Learning From Example

For this activity, the students will listen and comprehend samples of published texts that highlight and exemplify memoir writing. Two books I use for this activity are *My Mysterious World* by Margaret Mahy and *Can You Imagine?* by Patricia McKissack. These books are written on a third grade level. These books, along with other books I come across, will be used to exemplify memoir writing. *My Mysterious World* is about a woman named Margaret Mahy who talks about her memories as a writer and how she feels about living in a mysterious place called Governor’s Bay, New Zealand, which is in the shell of an old volcano.

Can You Imagine? is about a woman named Patricia McKissack and her experiences with writing and storytelling as a little girl to the present. These stories, in addition to others, will help model memoir writing by teaching from example. The students will discuss how the memoirists felt from the experiences that they shared in their written memoirs. From this, I will ask each student to share a specific memory that they could possibly put into a memoir book if they were the author of their own memoir book.

#### Activity 4 – Writing for Children – The Writing Process Video

This activity focuses on the writing process that will coincide with the memoir writing activities in this curriculum unit. The students will view this video to learn in a fun but educational way about the very important steps of the writing process: brainstorming/prewrite, draft, revise, proofread, and publish. The students will take notes on what they feel are important points to remember about the writing process from watching the video. Once the students have watched the video, the class will come together as a whole and discuss what they have learned. Each step of the writing process will be reviewed as an introduction to understanding the process of writing memoir. Students will also be asked to summarize the events that occur in the video. Summarizing is another skill that is taught in the third grade and is part of the MacMillan reading curriculum.

#### Activity 5 – Step Up to Writing

This activity uses components of “Step Up to Writing” program that will be used to teach students to write clear and organized paragraphs. It also prepares students for real world writing. This program uses a color coded scheme to make paragraph writing more structured and easier.

##### Step 1: Construct an Informal Outline

In this step, students learn the importance of pre-writing strategies. They take the time to structure and place the results of their ideas into cohesive and organized paragraphs. Each step uses the color scheme of a traffic light. First, a green circle with the word “Go!” indicates to the students that they are to write a topic sentence. Next there is a yellow circle with the words “slow down!” Here, the students give a reason, detail, or fact. They also use a transition. Next, there is a red circle that has the word “Stop!” This step indicates that the students should explain their reason, detail, or fact by giving an example. Lastly, the green circle with the words “Go Back!” has the writer conclude the paragraph by reminding the reader of the topic that was discussed in the paragraph.

Please realize that the slow down and stop strategies can be used repeatedly until the writer is satisfied with the reasons, details, or facts in his/her paragraph and that he/she makes sure to explain each reason, detail or fact by giving examples.

## Step 2: Convert Outline to Sentences

Using colored strips of paper, students follow their informal outline from step one to write one sentence at a time. They organize their sentences and make them into paragraphs using the traffic signal guide. Here is an example of a paragraph using the traffic signal guide.

Title = My Encounter at the White House (green sentence strip)

When I was ten years old, I took a trip to the White House with my mother, grandmother, and great aunt (green sentence strip).

We got to tour the White House but after a while I became very bored (yellow sentence strip).

My mother saw me looking anxious and warned me not to wander off (red sentence strip).

I was tired of looking at carpeted rooms in blue, red, and white (red sentence strip).

After looking at shiny china, expensive old paintings, and antique furniture, I decided to venture off on my own (red sentence strip).

I saw the front lawn and being ten years old; I was excited to go outside and play (yellow sentence strip).

When I went outside and stepped onto the lawn, the alarms in the White House sounded off (red sentence strip).

The secret service men came running outside towards me like rocketing torpedoes to see what was going on (red sentence strip).

When they saw that I was just a ten year old playing outside, they took me in to reunite me with my mother (red sentence strip).

That experience taught me how important it was to listen to my mother when she told me not to wander too far away from her (red sentence strip).

I will never forget that very special trip to Washington D. C (green sentence strip).

### Step 3: Compile the Paragraph

For this final step, students take the sentence strips and in order they start to write their sentences onto paper which forms a structured paragraph.

Step Up to Writing strategies helps students in various settings become successful writers. Whether it is general education, English Language Learners, special education, and gifted programs, the writing process is broken down and made clear for all students. For more information and to see how the traffic light signal guide is used visit [www.sopriswest.com](http://www.sopriswest.com) or attend a professional development workshop titled “Write Tools” presented by Frances Doyle. This inservice is offered several times throughout the year by the Pittsburgh Public Schools Board of Education.

### Activity 6 – Writer’s Notebook

This activity will set the stage for the students’ memoir writing. Prior to the start of this unit, the students will be given a composition notebook in which they record memories that they recall. This ties into the brainstorming step of the writing process. It’s a good idea to give the students at least a week to get this activity started so that they can have an arsenal of thoughts, ideas, experiences, and feelings to choose for their future memoir entries. After they know what their memoir will be mostly about, they can collect more information and add more layers to what they have already written. This is where making lists and sketches would also prove to be helpful when brainstorming memoirs. Here is a sampling of ideas to help your students get a kick start in writing their memoirs.

- Getting a pet
- Learning how to do something
- Winning or losing a contest

- Moving to a new place such as a new country, neighborhood or school
- Meeting a best friend
- A special holiday, birthday, vacation or celebration
- Doing something that took a lot of courage
- A major illness or accident
- A divorce
- Death of a pet or loved one
- Discovering something you will do
- Recalling your first day of school or a tie that was a special moment in school
- A first date
- A graduation
- A major life event

Other moments that were not listed above can be added to help spark your students' memories that are important in their lives.

#### Activity 7 – Memory Name Tags

This is a fun activity which also inspires students and motivates them to recall the memories that are so special in their lives. This involves children in a meaningful and purposeful writing activity. These name tags are helpful because the students choose a memory that they recall and use words, thoughts, and symbols that highlight that particular memory. To create the name tag, do the following:

- Have students print their first name in the center of a 4" by 6" index card (you can use a larger type of card stock if you feel that the size is inadequate) in letters that are at least two inches tall so the students' names can be seen from a distance.
- Write five or more words/phrases that describe their memory. Words that are used should relate feelings, experience, memory, or the situation being recalled.

- Students can share what is written on their name tabs. The words and phrases on the name tag should match the specific memory that is being recalled for the activity.

It would be a very good idea to have a name tag made up about yourself that you can also share with the class. In addition to this activity, have students draw pictures of the memory that is being referred to on the name tag.

#### Activity 8 – Book It!

After practicing memoir writing for the past several weeks, the students take what they have accomplished and compile their written memoirs to create a class memoir book. The book will include the completed memoirs that followed the steps of writing process. The finished products will also result from using the “Step Up to Writing” program that was used in making the steps of the writing process more structured. To add to this book, students will draw pictures or include photographs that go with the memoirs that have written. It’s up to you if you want to take the book to be bound professionally or if you want to create the book using your own methods. No matter what decision you make, the students will be quite excited and proud of the work that they accomplished.

#### Activity 9 – A Life: Written To Film

As a culminating event, the students will take their written memoirs and record a sequence, no longer than 5 minutes, to make a videotaped version of what was written. Not only will we celebrate the published work of the students, but we will also celebrate their work as video mementos. The videos will be recorded in school. Parental permission slips will be sent home for this part of the activity to occur. Students may also record their video segment at home if they choose that option. Invite other classes to watch if you like. They did such a great job with this unit. Give them a treat. View the video memoirs on the big screen in the auditorium. If you don’t have that option, then use the school television and vcr/dvd player. Either way, your students will be happy.

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Sopriswest.com

*This site is home to the “Step Up to Writing” program which its components are used in this unit and offered as a professional development through the district.*

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## Academic Standards for Reading, Writing, Speaking and Listening

### 1.4. Types of Writing

1.4.3. GRADE 3	1.4.5. GRADE 5	1.4.8. GRADE 8	1.4.11. GRADE 11
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></p>			
<p>A. Write narrative pieces (e.g., stories, poems, plays).</p> <ul style="list-style-type: none"> <li>• Include detailed descriptions of people, places and things.</li> <li>• Use relevant illustrations.</li> <li>• Include literary elements (Standard 1.3.3.B.).</li> </ul> <p>B. Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.</p>	<p>A. Write poems, plays and multi-paragraph stories.</p> <ul style="list-style-type: none"> <li>• Include detailed descriptions of people, places and things.</li> <li>• Use relevant illustrations.</li> <li>• Utilize dialogue.</li> <li>• Apply literary conflict.</li> <li>• Include literary elements (Standard 1.3.5.B.).</li> <li>• Use literary devices (Standard 1.3.5.C.).</li> </ul> <p>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</p> <ul style="list-style-type: none"> <li>• Include cause and effect.</li> <li>• Develop a problem and solution when appropriate to the topic.</li> <li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li> </ul>	<p>A. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> <li>• <b>Apply</b> varying organizational methods.</li> <li>• Use relevant illustrations.</li> <li>• Utilize dialogue.</li> <li>• Apply literary conflict.</li> <li>• Include literary elements (Standard 1.3.8.B.).</li> <li>• Use literary devices (Standard 1.3.8.C.).</li> </ul> <p>B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> <li>• Include cause and effect.</li> <li>• Develop a problem and solution when appropriate to the topic.</li> <li>• Use relevant graphics (e.g.,</li> </ul>	<p>A. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> <li>• <b>Apply</b> varying organizational methods.</li> <li>• Use relevant illustrations.</li> <li>• Utilize dialogue.</li> <li>• Apply literary conflict.</li> <li>• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).</li> <li>• Include literary elements (Standard 1.3.11.B.).</li> <li>• Use literary devices (Standard 1.3.11.C.).</li> </ul> <p>B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none"> <li>• Include a variety of methods to develop the main idea.</li> <li>• Use precise language and specific detail.</li> <li>• Include cause and effect.</li> </ul>

<p>C. Write an opinion and support it with facts.</p>	<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.</p>	<p>maps, charts, graphs, tables, illustrations, photographs).</p> <ul style="list-style-type: none"> <li>• Use primary and secondary sources.</li> </ul> <p>C. Write persuasive pieces.</p> <ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Include convincing, elaborated and properly cited evidence.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> </ul> <p>D. Maintain a written record of activities, course work, experience, honors and interests.</p>	<ul style="list-style-type: none"> <li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li> <li>• Use primary and secondary sources.</li> </ul> <p>C. Write persuasive pieces.</p> <ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Include convincing, elaborated and properly cited evidence.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> <li>• Include a variety of methods to advance the argument or position.</li> </ul> <p>D. Maintain a written record of activities, course work, experience, honors and interests.</p> <p>E. Write a personal resum—.</p>
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1.5. Quality of Writing			
1.5.3. GRADE 3	1.5.5. GRADE 5	1.5.8. GRADE 8	1.5.11. GRADE 11
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Write with a sharp, distinct focus	A. Write with a sharp, distinct focus	A. Write with a sharp, distinct focus.	A. Write with a sharp, distinct focus.

<p>identifying topic, task and audience.</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather and organize information.</li> <li>• Write a series of related sentences or paragraphs with one central idea.</li> <li>• Incorporate details relevant and appropriate to the topic.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order.</li> <li>• Include a recognizable beginning, middle and end.</li> </ul> <p>D. Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use sentences of differing lengths and complexities.</li> <li>• Use descriptive words and action verbs.</li> </ul>	<p>identifying topic, task and audience.</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather, organize and select the most effective information appropriate for the topic, task and audience.</li> <li>• Write paragraphs that have a topic sentence and supporting details.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li> <li>• Include an identifiable introduction, body and conclusion.</li> </ul> <p>D. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use different types and lengths of sentences.</li> <li>• Use precise language including adjectives, adverbs, action verbs and specific details that convey</li> </ul>	<ul style="list-style-type: none"> <li>• Identify topic, task and audience.</li> <li>• Establish a single point of view.</li> </ul> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather, determine validity and reliability of and organize information.</li> <li>• Employ the most effective format for purpose and audience.</li> <li>• Write paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li> <li>• Establish topic and purpose in the introduction.</li> <li>• Reiterate the topic and purpose in the conclusion.</li> </ul> <p>D. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use different types and lengths of sentences.</li> <li>• Use tone and voice through the</li> </ul>	<ul style="list-style-type: none"> <li>• Identify topic, task and audience.</li> <li>• Establish and maintain a single point of view.</li> </ul> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather, determine validity and reliability of, analyze and organize information.</li> <li>• Employ the most effective format for purpose and audience.</li> <li>• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order throughout the piece.</li> <li>• Include an effective introduction and conclusion.</li> </ul> <p>D. Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use different types and lengths of sentences.</li> <li>• Use precise language.</li> </ul>
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<p>E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly.</li> <li>• Use capital letters correctly (first word in sentences, proper nouns, pronoun "I").</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas in a series).</li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.</li> <li>• Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</li> </ul> <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>the writer's meaning.</p> <ul style="list-style-type: none"> <li>• Develop and maintain a consistent voice.</li> </ul> <p>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes).</li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li> <li>• Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</li> </ul> <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>use of precise language.</p> <p>E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).</li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</li> </ul> <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>• Spell all words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).</li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</li> </ul> <p>G. Present and/or defend written work for publication when appropriate.</p>
<p><b>1.6. Speaking and Listening</b></p>			
<p>1.6.3. <b>GRADE 3</b></p>	<p>1.6.5. <b>GRADE 5</b></p>	<p>1.6.8. <b>GRADE 8</b></p>	<p>1.6.11. <b>GRADE 11</b></p>

*Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

<p>A. Listen to others.</p> <ul style="list-style-type: none"> <li>• Ask questions as an aid to understanding.</li> <li>• Distinguish fact from opinion.</li> </ul> <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> <li>• Relate it to similar experiences.</li> <li>• Predict what will happen next.</li> <li>• Retell a story in chronological order.</li> <li>• Recognize character and tone.</li> <li>• Identify and define new words and concepts.</li> </ul> <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Use appropriate volume.</li> <li>• Pronounce most words accurately.</li> <li>• Pace speech so that is understandable.</li> <li>• Demonstrate an awareness of audience.</li> </ul>	<p>A. Listen to others.</p> <ul style="list-style-type: none"> <li>• Ask pertinent questions.</li> <li>• Distinguish relevant information, ideas and opinions from those that are irrelevant.</li> <li>• Take notes when prompted.</li> </ul> <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> <li>• Relate it to what is known.</li> <li>• Predict the result of the story actions.</li> <li>• Retell actions of the story in sequence, explain the theme and describe the characters and setting.</li> <li>• Identify and define new words and concepts.</li> <li>• Summarize the selection.</li> </ul> <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Use appropriate volume.</li> <li>• Pace speech so that it is understandable.</li> <li>• Adjust content for different audiences (e.g., fellow classmates, parents).</li> <li>• Speak with a purpose in mind.</li> </ul>	<p>A. Listen to others.</p> <ul style="list-style-type: none"> <li>• Ask probing questions.</li> <li>• Analyze information, ideas and opinions to determine relevancy.</li> <li>• Take notes when needed.</li> </ul> <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> <li>• Relate them to previous knowledge.</li> <li>• Predict content/events.</li> <li>• Summarize events and identify the significant points.</li> <li>• Identify and define new words and concepts.</li> <li>• Analyze the selections.</li> </ul> <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Adjust volume to purpose and audience.</li> <li>• Adjust pace to convey meaning.</li> <li>• Add stress (emphasis) and inflection to enhance meaning.</li> </ul>	<p>A. Listen to others.</p> <ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Synthesize information, ideas and opinions to determine relevancy.</li> <li>• Take notes.</li> </ul> <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> <li>• Relate them to previous knowledge.</li> <li>• Predict solutions to identified problems.</li> <li>• Summarize and reflect on what has been heard.</li> <li>• Identify and define new words and concepts.</li> <li>• Analyze and synthesize the selections relating them to other selections heard or read.</li> </ul> <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Use a variety of sentence structures to add interest to a presentation.</li> <li>• Pace the presentation according to audience and purpose.</li> <li>• Adjust stress, volume and inflection to provide emphasis to ideas or to influence the</li> </ul>
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<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Respond with appropriate information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Display appropriate turn-taking behaviors.</li> </ul> <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> <li>• Participate in everyday conversation.</li> <li>• Present oral readings.</li> <li>• Deliver short reports (e.g., Show-and-Tell, field trip summary).</li> <li>• Conduct short interviews.</li> <li>• Give simple directions and explanations.</li> <li>• Report an emergency.</li> </ul>	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Respond with relevant information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust involvement to encourage equitable participation.</li> <li>• Give reasons for opinions.</li> <li>• Summarize, when prompted.</li> </ul> <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> <li>• Participate in everyday conversation.</li> <li>• Present an oral reading.</li> <li>• Deliver research reports.</li> <li>• Conduct interviews.</li> <li>• Plan and participate in group presentations.</li> <li>• Contribute to informal debates.</li> </ul>	<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>• Ask relevant, probing questions.</li> <li>• Respond with relevant information, ideas or reasons in support of opinions expressed.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust tone and involvement to encourage equitable participation.</li> <li>• Clarify, illustrate or expand on a response when asked.</li> <li>• Present support for opinions.</li> <li>• Paraphrase and summarize, when prompted.</li> </ul> <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> <li>• Initiate everyday conversation.</li> <li>• Select a topic and present an oral reading.</li> <li>• Conduct interviews as part of the research process.</li> <li>• Organize and participate in informal debates.</li> </ul>	<p>audience.</p> <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Respond with relevant information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust tone and involvement to encourage equitable participation.</li> <li>• Facilitate total group participation.</li> <li>• Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.</li> <li>• Paraphrase and summarize as needed.</li> </ul> <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> <li>• Initiate everyday conversation.</li> <li>• Select and present an oral reading on an assigned topic.</li> <li>• Conduct interviews.</li> <li>• Participate in a formal interview (e.g., for a job, college).</li> <li>• Organize and participate in informal debate around a specific topic.</li> </ul> <ul style="list-style-type: none"> <li>• Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of</li> </ul>
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<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>• Explain the importance of television, radio, film and Internet in the lives of people.</li> <li>• Explain how advertising sells products.</li> <li>• Show or explain what was learned (e.g., audiotape, computer download).</li> </ul>	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>• Compare information received on television with that received on radio or in newspapers.</li> <li>• Access information on Internet.</li> <li>• Discuss the reliability of information received on Internet sources.</li> <li>• Explain how film can represent either accurate versions or fictional versions of the same event.</li> <li>• Explain the role of advertisers in the media.</li> <li>• Use a variety of images and sounds to create an effective presentation on a topic.</li> </ul>	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>• Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter.</li> <li>• Analyze the role of advertising in the media.</li> <li>• Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission.</li> </ul>	<p>peers, on television).</p> <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>• Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.</li> <li>• Evaluate the role of media in focusing attention and forming opinions.</li> <li>• Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.</li> </ul>
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