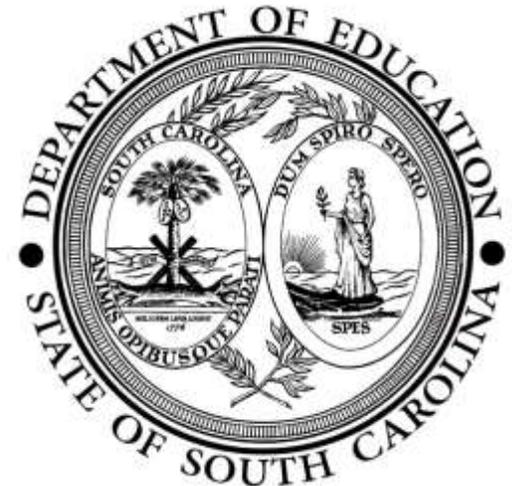


# English 1

## Narrative Writing – Perspectives: Through the Eyes of Another

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
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**English I: Narrative Writing:  
Through the Eyes of Another**

**Unit Rationale/Overview:**

In this unit, students will use mentor texts as narrative writing exemplars, allowing them to practice reading strategies and review basic literary terms. Students are often familiar with narrative writing from previous grades; therefore, this unit may be a good way to start the course and build classroom community. The student-produced narratives will provide the teacher with insight about the students and offer an opportunity to form a writers' community within the classroom. The writing workshop process will assist students in creating writing samples that can be easily assessed throughout the process.

The Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in the educational setting, but Life and Career Characteristics, commonly called soft skills, are equally important. These skills and traits include integrity, self-direction, global perspective, perseverance, worth ethic, and interpersonal skills; without these skills, students will not be able to achieve their fullest potential. These skills will be enhanced through the use of the writing workshop.

Estimated time frame: four weeks.

**Standards and Indicators**

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

**Targeted Standards/Indicators**

**Reading--Literary Text**

**E1.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

**E1.RL.12 Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

E1.RL.12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.

E1.RL.12.2 Analyze and provide evidence of how the author’s point of view, perspective, and purpose shape content, meaning, and style.

**Writing**

**E1.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

- E1.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
- a. develop real or imagined experiences or events using effective techniques, well-chosen details
  - b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;
  - c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; create a smooth progression of experiences or events;
  - d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;
  - e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
  - f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters; and
  - g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**E1.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- E1.W.4.1 When writing:
- a. use parallel structure;
  - b. identify and use gerunds, infinitives, and participles;
  - c. identify and use active and passive verbs;
  - d. explain and use indicative, imperative, subjunctive, and conditional verb moods to communicate different messages; and
  - e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.

**E1.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

## **Embedded Standards/Indicators**

### **Inquiry**

- E1.I.2** Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

### **Reading--Literary Text**

- E1.RL.12** Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
- E1.RL.12.1 Engage in whole and small group reading with purpose and understanding.
- E1.RL.12.2 Read independently for sustained periods of time to build stamina.
- E1.RL.12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

### **Reading--Informational Text**

- E1.RI.6** Summarize key details and ideas to support analysis of central ideas
- E1.RI.6.1 Determine the central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary.

## **Clarifying Notes and “I Can” Statements**

### **Clarifying Notes**

This unit is based on the use of a workshop model. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction. For an example of the workshop model see:

<http://schools.nyc.gov/documents/d75/math/Workshop%20model.pdf>.

Located in the Appendix is a [Student Handout for Writing Workshop](#).

The final product of this unit is a personal narrative, which can take many forms. Use the mentor texts as models for narrative writing. Students should be inundated with different types of personal narratives in various mediums.

Immerse students in the genre by

- using read alouds to model examples of personal narrative/memoir writing (See resource list.),

- analyzing a variety of grade level texts for elements of a personal narrative/memoir during guided reading (See resource list.),
- providing access to personal narratives for self-selected independent reading over the course of the unit. For how to conduct a book pass to help students select books, see: <http://www.scholastic.com/teachers/lesson-plan/book-pass> and guided reading of teacher and/or student selected personal narratives.

Daily writing activities should be completed either in response to read alouds, guided reading, or generic prompts.

[http://learning.blogs.nytimes.com/2014/11/13/500-prompts-for-narrative-and-personal-writing/comment-page-1/?\\_r=0](http://learning.blogs.nytimes.com/2014/11/13/500-prompts-for-narrative-and-personal-writing/comment-page-1/?_r=0)

### “I Can” Statements

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

- I can use reading strategies to help me understand complex text. (E1.RL.5)
- I can read closely and find answers explicitly in text and answers that require an inference. (E1.RL.5.1)
- I can analyze and provide a critique of how the author uses structures in print and multimedia texts to shape meaning and impact the reader. (E1.RL.12)
- I can determine the impact of the author’s text structure and organization on the reader. (E1.RL.12.1)
- I can analyze and provide evidence of how the author’s point of view, perspective, and purpose shape content, meaning, and style. (E1.RL.12.2)
- I can write narratives to develop real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences. (E1.W.3)
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (E1.4.1)
- I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (E1.W.5)

### Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- What do good readers do?
- How do I know I understand what I read?
- How do good writers produce clear and coherent writing?
- How do I meaningfully collaborate with others to create meaning from a variety of sources?
- How do I use what I know to figure out what I do not know?

### **Academic Vocabulary**

Some students may need extra support with academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction is during the modeling process.

summary

evidence

point of view

theme

tone

memoir

literary nonfiction

figurative language

### **Prior Knowledge**

Prior to this unit, students will need experience:

- transacting with texts to formulate questions, considering alternative views and multiple perspectives, synthesizing information, and reflecting throughout the learning process;
- summarizing, interpreting, and analyzing both literary and informational texts;
- writing narratives; and
- interacting with others.

### **Subsequent Knowledge**

In English 2, students are expected to build upon and continue applying knowledge gained in this unit.

- Students will gain insight and strengthen understanding by analyzing texts for structure, purpose, and viewpoint. (E2.RL.12.2)
- Students will continue to apply acquired knowledge to read with sufficient accuracy and fluency to support comprehension. (E2.RL.4-4.1)
- Students will continue to strengthen their skills in critiquing an author's use of text structures and plot organization. They will be able to apply their knowledge to determining how these features affect the readers by citing support from given texts. (E2.RL.12-12.1)
- Students will continue to build on their knowledge as they write narratives to develop real or imagined experiences/events, using effective techniques, well-chosen details, and well-structured event sequences. (E2.W.3)

## Potential Instructional Strategies

**Model Lessons.** Use these lessons as models for daily lesson plans, and adapt them, using the options provided to meet the needs of your classroom. Keep in mind that this unit is based on the use of a workshop model (see clarifying notes).

**Instructional Strategy:** Possible Sentence Prediction

**Learning Targets:**

- **I can use reading strategies to help me understand complex text. (E1.RL.5)**
- **I can read closely and find answers explicitly in text and answers that require an inference. (E1.RL.5.1)**

**Model Lesson:**

- Choose a short selection suitable for this unit.
- Select five to seven important words or phrases from the selection.
- Provide the title of the selection and the list of words and phrases to the class.
- Have students work in pairs to create sentences to predict what the selection could possibly be about. Students can use the possible sentence graphic organizer at <http://www.adlit.org/pdfs/strategy-library/possiblesentences.pdf> to complete this activity.
- Give students time to share their sentences with the class.
- Have students read the selection.
- After students read the selection, have them compare their Possible Sentence Prediction with the actual selection.

For more information about Possible Sentences strategy see: <http://www.adlit.org/strategies/19782/>

**Assessment:** Students will revise their Possible Sentence Predictions to accurately reflect their understanding of the text and cite text support for their answers.

### **Instructional Strategy:** Questioning the Author

For more information on questioning the author, click on <http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html>

### **Learning Targets:**

- **I can determine the impact of the author’s text structure and organization on the reader. (E1.RL.12)**
- **I can determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise, citing support from the text. (E1.RL.12.1)**
- **I can analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. (E1.RL.12.2)**

### **Model Lesson:**

- Introduce personal narratives/memoir writing elements. For an example see video that defines the memoir genre and gives real world examples. <http://www.shmoop.com/video/whats-a-memoir>
- Select a passage from a personal narrative or memoir.
- Choose stopping points where students need to stop, think, and gain a deeper understanding of the text.
- Create questions that can be asked of the students at each stopping point to encourage understanding of how the author is crafting the story. Examples of appropriate questions are
  - Does this make sense to you?
  - Why do you think the author chose to use this phrase or wording in this specific spot?
  - Why did the author include this particular conversation, description, etc?
  - Did the author tell us why?
  - Why do you think the author gives us this information now?
  - How has the author manipulated time?
  - How has the author let you know that something has changed?
  - How has the author settled this issue for us?
- Once the teacher preparation is complete, display the chosen passage to students, along with one or two of the questions on the overhead or on posters.

- Model how to read through the passage and think through the questions. Share ideas about the passage and questions with students. Refer to text to support your ideas as you model.

**Guided reading:** In pairs, have students use the above questions with a new text, providing answers supported by text. During guided reading, circulate around the room, and facilitate discussion among the students. Students may need support as they work through the questions at first. If students have questions that go unanswered, restate them and encourage students to continue to investigate and work to determine the answer.

**Formative assessment:** Ask students to a passage from their self-selected memoirs that has an interesting sequence of events. Ask students the following:

- Explain what makes the passage interesting.
- Identify how the author advanced the plot during the sequence of events.
- How does the author let you know something has changed?
- Why do you think the author choose to use a particular word or phrase?
- How does the author manipulate time?

**Instructional Strategy:** Writers' Workshop

**Learning Targets:**

- **I can write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. (E1.W.3)**
- **I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (E1.4.1)**
- **I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (E1.W.5)**

Conduct Writers' Workshop, in which students may choose to expand one of their journal entries or choose a new direction to write a personal narrative.

- Provide a story organizer for a personal narrative to help students organize their writing. See the following for a possible sample. [http://www.calhounminks.com/uploads/8/2/8/6/8286506/personal\\_narrative\\_essay.pdf](http://www.calhounminks.com/uploads/8/2/8/6/8286506/personal_narrative_essay.pdf)

- The length of time students spend on planning and drafting will depend on student needs and school schedules.
- Conference with students during the writing workshop. Allow students to ask questions about their writing, and then provide clarification and feedback as needed.
- Model use of the writing rubric, using an exemplar to provide an understanding of writing expectations. For sample essays see: [http://www.custom-essays.org/examples/Personal\\_narrative\\_essay\\_on\\_love\\_and\\_relationships.html](http://www.custom-essays.org/examples/Personal_narrative_essay_on_love_and_relationships.html) or [http://achievethecore.org/content/upload/Narrative\\_K-12.pdf](http://achievethecore.org/content/upload/Narrative_K-12.pdf). There is an example of a [Personal Narrative Rubric](#) located in the Appendix.
- Students will conduct peer revisions by completing two stars and a wish or a similar strategy. See the following resource for suggestions: [http://www.assessmentforlearning.edu.au/professional\\_learning/peer\\_feedback/peer\\_strategies\\_enhance.html](http://www.assessmentforlearning.edu.au/professional_learning/peer_feedback/peer_strategies_enhance.html)
- Students will continually revise papers throughout this process.
- Students will participate in peer editing. A peer editing handout can be found at: <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>

**Assessment:** Students will polish narratives (final revisions and editing) and submit for assessment. Evaluate students’ personal narratives using the [Rubric for Personal Narrative](#) found in the appendix.

**Publication Idea:** Make a class book of the narrative essays to display during open house or parent/teacher night.

### Potential Assessment Tasks

#### Formative

- Have students revise their Possible Sentence Predictions to accurately reflect their understanding of the text. (E1.RL.5.1)
- Ask students to select a passage out of their self-selected memoirs to Analyze Author’s Craft. Ask students to select a passage out of their self-selected memoirs that has an interesting sequence of events. ( E1.RL.12.2)  
Ask students the following:
  - What makes the passage interesting?
  - How does the author advance the plot during the sequence of events?
  - How does the author let you know something has changed?
  - Why do you think the author chose to use a particular word or phrase?

- How does the author manipulate time?

### **Summative**

- Composition of a Personal Narrative (E1.W.3.1)  
Using mentor texts and knowledge gained through study of other personal narratives, students will construct personal narratives of their own. See [Personal Narrative Rubric](#) in the Appendix.

### **Resources**

#### **Inquiry**

This article supports the idea of integrating research into a memoir to help with reflection and retrospection.

<http://www.writingthroughlife.com/why-research-is-important-to-your-memoir>

#### **Reading**

##### **Mentor Texts**

Mentor texts are books, poems, or articles that teachers can use repeatedly to help students improve their writing abilities. Students should thoroughly know these stories so that they can concentrate on the author's writing process instead of on comprehension. Treat these stories as "writing coaches" that show students how writers use words, sentences and text structure to craft their messages.

<http://thereflectiveeducator.com/writing-101-mentor-texts/>

#### **Writing**

Planning a Descriptive Memoir. This graphic organizer is useful for collecting information to plan a memoir. Students use it as record keeping for the research for their story.

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson13/PlanningDescriptiveMemoir.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson13/PlanningDescriptiveMemoir.pdf)

Write It, by Scholastic. This site contains resources for teachers and students. Includes lesson archives, student exemplars, and advice on publishing.

<http://teacher.scholastic.com/writeit/memoir/teacher/index.htm>

#### **Revising**

Making the Cut. The secret of good writing is to strip every sentence to its cleanest components. In this lesson, students begin by removing pictures from a slide presentation. They compare their reasons for cutting pictures to reasons for cutting unnecessary words and sections from their own memoirs. Experiencing revision instead of memorizing the rules of revision helps students move beyond intellectual understanding to individually adopted practice.

<http://www.readwritethink.org/classroom-resources/lesson-plans/making-revising-memoirs-detecting-31031.html>

**Possible short texts:**

All of the following are found at Commonlit.org. (free membership). Readings are categorized by themes, genres, and grade level and include text based questions and discussion questions.

“Serving in Florida”: Excerpt from *Nickel and Dimed*

<http://www.commonlit.org/texts/serving-in-florida-excerpt-from-nickel-and-dimed>

“Little Things are Big”:

<http://www.commonlit.org/texts/little-things-are-big>

“The 1972 Andes Flight Disaster”

<https://www.commonlit.org/texts/the-1972-andes-flight-disaster/student-pdf>

“Two Ways of Looking at a River”

<http://www.commonlit.org/texts/two-ways-of-looking-at-a-river>

“Araby”

<http://www.commonlit.org/texts/araby>

“Olaudah Equiano Recalls the Middle Passage”

<http://www.commonlit.org/texts/olaudah-equiano-recalls-the-middle-passage>

Excerpt from *The Story of My Life*

<http://www.commonlit.org/texts/excerpt-from-the-story-of-my-life>

“America and I”

<http://www.commonlit.org/texts/america-and-i>

“Diary of a Teenage Refugee”

<http://www.commonlit.org/texts/diary-of-a-teenage-refugee>

“From Lithuania to the Chicago Stockyards”

<http://www.commonlit.org/texts/from-lithuania-to-the-chicago-stockyards>

*The Narrative of the Life of Frederick Douglas* (excerpts)

<http://www.commonlit.org/texts/the-narrative-of-the-life-of-frederick-douglass-excerpt-from-chapter-1>

<http://www.commonlit.org/texts/the-narrative-of-the-life-of-frederick-douglass-excerpts-from-chapters-1-7>

<http://www.commonlit.org/texts/the-narrative-of-the-life-of-frederick-douglass-excerpt-from-chapter-11>

“What Slaves are Taught to Think of the North”

<http://www.commonlit.org/texts/what-slaves-are-taught-to-think-of-the-north>

The Electric Typewriter- 30 Great Short Memoir Essays Site contains some of the best articles and essays available on the internet. Most are from contemporary/current writers from sources like New Yorker, New York Times, and GQ. Article preview is suggested before using in classroom.

<http://tetw.org/Memoir>

Other excerpts and pieces:

- “My English” by Julia Alvarez
- From *Blue Nines and Red Words* by Daniel Tammet
- From *A White House Diary* by Lady Bird Johnson
- “New Directions” by Maya Angelou
- “The Day of the Storm” by Tyoneca Booker
- “Before Hip-Hop Was Hip Hop” by Rebecca Walker
- “The Washwoman” by Isaac Bshevis Singer
- From “My Hero” by Elie Wiesel
- “Desiderata” by Elizabeth McCracken
- “Single Room, Earth View” by Sally Ride
- “The Talk” by Gary Soto
- “Hope” by David T Hilbun
- From *Big Kiss* by Henry Alford
- From *The Carolina Way* by Dean Smith with John Kilgo
- “On Summer” by Lorraine Hansberry
- “A Celebration of Grandfathers” by Rudolfo A Anaya
- “Quilt of a Country” by Anna Quindlen

- “Once Upon a Time” by Nadine Gordimer
- “Night Calls” by Lisa Fugard
- Excerpt from *Rituals of Memory* by Kimberly M. Blaeser
- “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri
- “Who Understands Me But Me” by Jimmy Santiago Baca

**English 1: Narrative Writing**  
**Perspectives- Through the Eyes of Another**  
**Rubric for Personal Narrative**

**Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

4 effective, skillful writing	3 adequate and appropriate writing	2 limited inconsistent writing	1 inadequate writing
<ul style="list-style-type: none"> <li>• Thoroughly develops real or imagined experiences or events using highly effective techniques, well-chosen details</li> <li>• Engages and orients the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and characters; creates a smooth progression of experiences or events;</li> <li>• Effectively uses dialogue, pacing, description, reflection, and multiple plot lines to develop experiences,</li> <li>• Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>• Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters</li> <li>• Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Develops real or imagined experiences or events using effective techniques, well-chosen details</li> <li>• Engages and orients the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;</li> <li>• Uses dialogue, pacing, description, reflection, and multiple plot lines to develop experiences,</li> <li>• Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>• Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters</li> <li>• Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Develops real or imagined experiences or events using limited effective techniques and details</li> <li>• Orients the reader by setting out a problem, situation, or observation, establishing a point of view, and introducing a narrator or characters; creates a progression of experiences or events;</li> <li>• Uses dialogue, pacing, description, reflection, and a plot line to develop experiences, events, and/or characters;</li> <li>• Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>• Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters</li> <li>• Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Develops few real or imagined experiences or events using few details</li> <li>• Orients the reader by setting out a problem, or situation, establishing a point of view, and introducing a narrator or character(s); creates little progression of experiences or events;</li> <li>• Uses dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; creates a smooth progression of experiences or events;</li> <li>• Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>• Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters</li> <li>• Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>

**English 1: Narrative Writing**  
**Perspectives- Through the Eyes of Another**  
**Student Handout for Writing Workshop**

The following are elements of a personal narrative:

**Identity and Voice-** Be sure to use rich vocabulary and vivid details that demonstrate your own personality as a writer. Use first person. Include language which conveys your attitude toward your topic. (This is tone.)

**Truth-**What details can you include that will give evidence of your true story?

**Choosing a Purpose-** Do you want to tell a family story, to explain who you are, to create meaning from a difficult experience, or provide a historical record?

**Structure-** This is a narrative piece of writing. Use formal language. You may or may not use dialogue. Remember that your paper needs structures. Feel free to use techniques found in fiction such as flashback or flash forward.

**Reflection –**This is an important part of a personal narrative. Make it clear to the reader with your use of language that you are remembering something and analyzing exactly what happened. Be sure also to include the “so what” of your story. This will give your story meaning and explain why it is important to tell it.

**The Assignment-** Recall an experience in your life that has defined you or shaped your world view. Write a memoir explaining this experience combining narrative writing, reflection, and analysis.

**Choosing a Topic-** Because this is a short piece, you will need a fairly narrow focus. Write about one event and one event only. Remember that personal topics are always more interesting than general, public ones, but be careful that you do not write about something so personal that you are embarrassed to share it with your classmates.

**Guidelines-**

-  You are required to complete a planning organizer.
-  You are required to write both a rough and a final draft.
-  Your rough draft should be handwritten on loose leaf notebook paper with lines skipped.
-  You may write on both the front and back.
-  You should complete revision activity.
-  You should complete editing activity.
-  Your final draft must be typed, double spaced, Times New Roman font in size 12. Do not print on the front and back. Use black ink only for printing.
-  Your final draft should be headed with your name, Memoir, Block, and the due date.
-  Your memoir needs to be titled. The title should be centered and should come after the heading.
-  While in an assignment like this, length is not as important as telling a complete story, your memoir should be no less than 1 ½ typed pages and no more than 3 typed pages.
-  Spelling, grammar, and punctuation are always important. Write using only complete sentences.