

You Are a Star!

Autobiography

Grades 6-10

Subject _____ Class _____ Date _____

Assignment Summary and Rationale

You are a rising star in the world of entertainment and are starting your autobiography. Your fans are anxiously awaiting its release, and today you are writing a chapter of roughly two to four paragraphs about a time you felt either respected or disrespected. Your agent wants to be the first to read each chapter, so they can make sure it becomes a bestseller, so be sure to put your best foot forward as you compose your story.

Writer's Purpose	Your purpose is to tell the story of the important times in your life. Today you are narrating a time you felt either respected or disrespected .
Writer's Role	You are a successful entertainer who is writing your autobiography chapter by chapter.
Audience	Your agent will read this chapter now, and, eventually, your fans will read your entire life story.
Form	A short chapter (3-5 paragraphs) about one time when you felt either respected or disrespected . But, to keep your writing vivid and compelling, you can only use those terms in the title!
Focus Correction Areas*	<ul style="list-style-type: none">Describe one time you felt respected or disrespected using at least five specific details (underlined) (50 pts.)Use at least six synonyms/sensory details/figurative language for respected/disrespected (circled) (30 pts.)Use a pattern of organization appropriate to the task (named at the end) (20 pts.) <p><i>Remember, only use the term respected/disrespected in the title!</i></p>
Procedure	Modeling and Instruction: Your teacher will review or model how to use synonyms, sensory details, and/or figurative language to enhance your story. You may study mentor texts to explore how authors use these techniques specifically to express feelings. Type One Writing:

List at least nine words or phrases (synonyms, sensory details, and/or figurative language) that mean the same thing as **respected and/or disrespected** (3 minutes).

Below the Line Activity:

Draw a line under your list of synonyms (or sensory details/figurative language). As the class shares good synonyms or phrases for **excited**, add those ideas to your own list below the line.

Modeling and Instruction:

We will read one or more autobiographical passages and discuss how each is organized and why the author chose that organizational structure.

Type Two Writing:

List and briefly describe at least three different organizational structures for narrative writing (3 minutes).

Prewriting:

Your teacher may choose to provide a graphic organizer to help you map out the details and sequence of your story, or you may choose to use one on your own.

Type Three Writing:

After careful thought, you will draft your personal narrative, paying special attention to the FCAs.

Revising and Editing:

Before submitting your work, you will show evidence that you have followed each of the FCAs (e.g., underline 5 descriptive details, circle synonyms/sensory details/figurative language and note type in margin, identify and box the organizational structure used at the end of your narrative).

Finally, you will read your writing out loud in a one-foot voice and make any changes you think will improve it.

Feedback:

Submit your narrative to your agent (aka teacher), who will provide feedback on each FCA.

*** Note to Teachers:**

The autobiography assignment is designed to be used multiple times throughout the year as a tool for teaching and assessing the personal narrative. Each “chapter” is meant to build on the previous chapter, focusing on a new feeling and incorporating a range of FCAs, including writing style, conventions, and narrative organization. When combined, these mini-autobiographies form a “Year in Memories” that not only shows evidence of writing growth over time but serves as a fun and meaningful keepsake for students and families.

Topic Suggestions for Future Chapters

One time when I:

Felt scared	Felt confident	Was shocked	Took a risk
Showed courage	Was proud of myself	Went on a trip	Kept a secret
Helped someone	Surprised myself	Made a difference	
Had an adventure	Conquered a fear	Accepted a challenge	

** Click [Grades 6-8](#) or [9-12](#) for **additional FCAs** that can be used throughout the year for each iteration of the autobiography assignment.