

You Are a Star!

Autobiography

Grades 3-5

Subject _____ Class _____ Date _____

Assignment Summary and Rationale

You are a rising star in the world of entertainment and you are starting your autobiography, which your fans are dying to read. Today, you are writing one short chapter. Your agent will be the first to read each chapter, so that they can make the most out of your popularity, 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.

Writer's Role

You are a star who is writing your autobiography chapter by chapter. Today's chapter is about one time when you felt **excited**.

Audience

Your agent, who will preview each chapter of your story and give you feedback, and the public, who will eventually read your entire life story

Form

A short chapter (2-3 paragraphs) about one time when you felt **excited**—but, you can only use the word “excited” in the title!

Focus Correction Areas *

- Complete sentences that tell your story in logical sequence (10 pts.)
- Three or more descriptive details (60 pts.)
- Five synonyms (or sensory details/figurative language) for **excited**, circled (30 pts.)

*Remember, only use the word **excite** or **excited** in the title!*

Procedure

Modeling and Instruction:

Your teacher will teach you about synonyms and how to use them to tell your story. You may also discuss how to use sensory details or figurative language to show excitement.

Type One Writing:

List at least seven words or phrases that mean the same thing as **excited** (3 minutes).

	<p>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.</p> <p>Modeling and Instruction: If needed, your teacher will review or model strategies for narrative writing, such as how to organize your story or the kinds of details to include. You may read or listen to narrative examples to help you understand these strategies.</p> <p>Prewriting: Your teacher may choose to provide a graphic organizer to help you map out the details and sequence of your story.</p> <p>Type Three Writing: After careful thought, you will draft your personal narrative, paying special attention to the FCAs.</p> <p>Revising and Editing: Before submitting your work, you will show that you have followed each of the FCAs (e.g., underline 3 descriptive details, circle synonyms, etc.)</p> <p>Finally, you will read your writing out loud in a one-foot voice and make any changes you think will improve it.</p> <p>Feedback: Submit your narrative to your agent (aka teacher), who will provide feedback on each FCA.</p>
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*** 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 was:

Scared	Proud	Nervous	Confident	Sad	Generous
Brave	Surprised	Helpful	Adventurous	Trusted	Frustrated
Confused	Challenged	Angry	Grateful		

** [Click here](#) for a list of **additional FCAs** that can be used throughout the year for each iteration of the autobiography assignment.