

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

## Memoir Writing Checklist

Level 5	Narrative	Opinion/Argument	Memoir
<b>Structure</b>			
Overall	I wrote a story of an important moment. It reads like a story, even though it might be a true account. <input type="checkbox"/>	I made a claim/thesis on a topic or text, supported it with reasons, and gave evidence for those reasons. <input type="checkbox"/>	I wrote an idea about my life and wrote the story of one or more times to show how that idea is true. <input type="checkbox"/>
Lead	The beginning not only shows what is happening and where, but it also introduces the problem. <input type="checkbox"/>	My text has an introduction that leads to a claim/thesis. In my introduction, I might give a big picture, tell some background, or find a different way to get my reader interested.  I also state a claim and let the reader know the reasons that I'll be developing later. <input type="checkbox"/>	My text has a beginning that introduces an idea about my life. The beginning might foreshadow what the memoir will be about, or may state my idea clearly. <input type="checkbox"/>
Transitions	I used transitional phrases to show the passage of time in complicated ways. I might show things happening at the same time ( <i>meanwhile, at the same time</i> ) or flash back and flash-forward ( <i>early that morning or three hours later</i> ). <input type="checkbox"/>	I used transitional phrases such as <i>for instance, one reason, but the most important reason, an example, consequently, or specifically</i> to help my readers stay with my line of thinking. <input type="checkbox"/>	I used transitional phrases in two ways: <input type="checkbox"/>  1. To connect examples and life stories to the idea I have about my life ( <i>for instance, one reason, but the most important reason, an example, consequently, specifically</i> ).  2. To show the passage of time <i>within</i> the small moments I tell. I might show things happening at the same time ( <i>meanwhile, at the same time</i> ) or flashback and flash-forward ( <i>early that morning or three hours later</i> )
Ending	I connected the ending back to the main parts of the story. The character says, does, or realizes something at the end that comes from what has happened in the story. I gave the reader a sense of closure. <input type="checkbox"/>	I worked on a conclusion. It connects back to what the text is mainly about and not just the preceding paragraph. <input type="checkbox"/>	I wrote a conclusion that connects back to what the memoir is mainly about. I may have ended with reflection, restating my idea or coming to a new realization. I also might have ended with story, with the character saying, doing, or realizing something that connects back to the main message of the piece and leaves the reader with a sense of closure or understanding. <input type="checkbox"/>

## Memoir Writing Checklist (continued)

Level 5	Narrative		Opinion/Argument		Memoir	
<b>Structure</b>						
Organization	I used paragraphs to separate different parts or times of the story and to show when a new person is speaking. Some parts of the story are longer and more developed than others.	<input type="checkbox"/>	I grouped information and related ideas into paragraphs. Each paragraph is mostly about one thing. I helped readers figure out how I've grouped the parts of my writing.	<input type="checkbox"/>	I used paragraphs to separate different parts of my memoir. A few places I may have used new paragraphs are:  1. When I move from reflection to story, or from story back to reflection  2. While storytelling, when a new person is speaking, there is a new time or place, or to highlight a part of the story that is particularly important	<input type="checkbox"/>
<b>Development</b>						
Elaboration	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.	<input type="checkbox"/>	I gave reasons to support my opinion. These reasons are parallel and they don't overlap. I put them in an order that I thought would be most convincing.  I included evidence (facts, examples, quotations, micro-stories, information) to support my claim.  I discussed/unpacked the way that the evidence goes with the claim.	<input type="checkbox"/>	I included evidence and examples (examples, quotations, micro-stories, lists) to support my idea.  When writing micro-stories, I developed characters, setting, and plot using a blend of description, action, dialogue, and thinking. I only included details that support my idea.  I discussed/unpacked the way that the evidence/micro-stories go with my idea.	<input type="checkbox"/>
Craft	I showed <i>why</i> characters do what they do by including their thinking and their responses to what happens.  I slowed down the heart of the story. I made less important parts shorter and less detailed. I included precise details so that readers can picture the setting, people, and the events.	<input type="checkbox"/>	I made deliberate word choices to have an effect on my reader.  I reached for the precisely right phrase, metaphor, or image that would convey my ideas.  I made choices about how to angle my evidence to support my points.  When it seemed right to do so, I tried to use a scholarly voice.	<input type="checkbox"/>	I made deliberate word choices to have an effect on my reader.  I reached for the precisely right phrase, metaphor, or image that would convey my ideas.  I made choices about how to angle my micro-stories to support my idea. I may have done this by showing <i>why</i> characters do what they do, slowing down the heart of the story, shortening less important parts, or using precise details so the readers can picture the setting, people, and events.	<input type="checkbox"/>

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## Memoir Writing Checklist (continued)

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<b>Language Conventions</b>			
Spelling	I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.	<input type="checkbox"/> I used what I know about word patterns to spell correctly, and I used references to help me spell words when needed. I made sure to spell words that are important to my topic correctly.	<input type="checkbox"/> I used what I know about word patterns and spelling rules to spell correctly. I used the word wall and other references to help me spell words when needed.
Punctuation	I used commas to set off introductory parts of sentences. ( <i>One day at the park, I went on the slide.</i> )  I also used commas to show talking directly to someone ( <i>Are you mad, Mom?</i> )	<input type="checkbox"/> I used commas to set off introductory parts of sentences ( <i>At this time in history, it was common to . . .</i> ).  I used a variety of punctuation to fix any run-on sentences.  I used punctuation to cite my sources.	<input type="checkbox"/> I used commas to set off introductory parts of sentences ( <i>for example, I remember the time when.</i> )  I also used commas to show talking directly to someone ( <i>Are you mad, Mom?</i> )  I used a variety of punctuation to fix any run-on sentences.
Color	<input type="checkbox"/> I varied my sentences to create the pace and tone of my narrative.  I blended storytelling and summary as needed.  I used some objects or actions as symbols to bring forth my meaning.	<input type="checkbox"/> I varied my sentences to create the pace and tone of the different sections of my piece.	<input type="checkbox"/> I varied my sentences to create the pace and tone of the different sections of my piece.  I blended storytelling and summary as needed.  I used some objects or actions as symbols to bring forth my meaning.