

Explanation of assignment:

Seniors at Oakdale High School end their English Language Arts experience with a culminating writing project called the *Me Book*. This is a compilation of various writing assignments that enable students to explore where they came from, who they are, and what might be in store for them in the future. The assignment is typically given in January and students turn their *Me Books* in at the end of April. The entire assignment requires approximately 2500 words exploring various topics and entries. Among the entries are five autobiographical vignettes. Each autobiographical entry must be at least 300 words in length. For this assignment, students are given instruction on how to write narratives using a conversational tone. It is a return to a reflective writing style that began freshman year yet has not been explored as often as other writing types.

Attached are the requirements for the Autobiography portion of the *Me Book*.

## Me Book--Autobiographies

**Choose 5 entries from this section, one per category. Each entry must be a minimum of 300 words regardless of the format you choose.**

### Autobiography #1

1. Draw a line across the top of your paper. Mark one end BIRTH and the other end with your present age.

Place

an X on the line for each time you changed your hairstyle and write the approximate age underneath each X. Now write a story about why you changed your hairstyle each time, what it looked like before and after, what you thought of it each time, and how you felt about making each change.

2. Describe how your life might change if there were no TV or Movies or Music.
3. Describe your first car or truck. Model. Year. Color. How did you acquire it? Did you make any improvements or modifications? What did that first vehicle mean to you?
4. Recall several items of clothing which were your favorites at one time or another.
5. Are clothes important to you? Do your clothes reflect the real you?
6. Tell the story of your birth.
7. Answer the following questions about your name; interview your parents if you don't know the answers.

Why did

your parents choose your name? What nicknames do you have and how did you get them? Do you like your name? Why or why not? If you could choose another name, what would it be and why?

### Autobiography #2

1. Make a list of the best friends you have had throughout your life. Write a little about how you met, what you

did

together, why you liked each other, and why you may have drifted apart. Who are your best friends now?

2. On what subject do you feel strongly enough to get "preachy"? Write down your sermon.
3. Who was your very first love? Describe this person. Discuss your feelings, why you were in love with this person, etc. What has been the outcome? Do you still see this person?

4. Who has been your most influential teacher? What qualities did he or she possess that made that person have an

impact on you? What will you remember most about this teacher?

5. Who were your heroes and heroines in elementary school? Junior high? High School? Discuss why.
6. Which authors, artists or musicians have influenced you? Discuss why.
7. Which book read during your education has had the biggest impact on you? How did it affect you?

### Autobiography #3

1. Describe the most beautiful place you have ever been.
2. What would be your dream day? Describe it. What would it consist of and why?
3. Which fictional character are you most like? Why?
4. Tell about moments in your life that have mattered.
5. Imagine that you are backpacking through a foreign country. Because you want to engage with the local population, you have brought three items in your backpack that will help them learn about your culture and worldview. What three items have you chosen, and how do they represent these aspects of you?
6. What is your favorite material possession? Describe it and why it is so important
7. What is your favorite non-material possession? Tell why.

## My Most Influential Family Member

When people ask me who my role model is, my older brother is the first person that pops into my head. To say that I adore Clay, would be an understatement. He truly does not know how much he has influenced my life, and how much I appreciate him.

From a young age, I always wanted to be just like my brother; to this day, nothing has changed. If Clay played baseball, I wanted to too. If he was watching T.V., I was always right next to him. If he got straight A's, I had to get straight A's as well. He pushed me; I was always in competition to be just like him, if not better. He set the standard for me and I was always, two years later, meeting that standard. If it was not for Clay, I would not have been so motivated in my life.

Clay is one of the funniest, smartest, and determined people I have ever seen. He is always there to tell me if I am being dumb or making the wrong choices. We have endless inside jokes that most people would not even think are funny even if they understood the,. From FFA, showing livestock, sports, and school, I have been able to follow behind my brother's success. He is truly my best friend. Even though we still fight and argue at times, I would not be who I am today if it was not for him. I remember the first month after he had left for school. Clay and I do not get emotional much, but I called him bawling my eyes out because I missed him so much. I can not wait to live in the same city as him next year, and to be close once again.

As of very recently, I am proud to say that I will be attending Cal Poly, majoring in Agricultural Business, just like my brother. Of course, I had to follow just in his footsteps. I can not wait to see how attending college together will deepen our relationship.

Rationale for score:

This Autobiographical entry received a 4 for its clarity and conversational tone. It is clear what the writer is attempting to do: explain why his brother is an influential family member. The writer supports his ideas with specific examples, such as his brother's influence as a student to motivate him as well as his brother's moral compass to enable him to make sound decisions. The reflective piece meets the word count and the purpose.

**Common Core All-Subject Writing Rubric**

*Me Book entry*  
*12th grade 2nd semester*

Writing Type(circle one):    Argumentative            Informative/Explanatory            Narrative (ELA only)

|   |  |   |  |  |                            |
|---|--|---|--|--|----------------------------|
|   |  |   |  |  |                            |
| <b>CONTENT<br/>X4</b>                       | The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed. | The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed. | The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed. | The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed. | <b>X4</b>                  |
| <b>ORGANIZATION</b>                         | There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.                             | There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.  | There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.   | There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.  |                            |
| <b>SPELLING &amp; GRAMMAR (Conventions)</b> | The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.                                    | The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.                                 | The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.   | The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.   |                            |
| Teacher Feedback:                           |  |   | {{Student Reflection on Back}}   |  | <b>Total Points Earned</b> |
|   |  |   |  |  | <b>Score</b>               |
|   |  |   |  |  | <i>4</i>                   |