

AUTOBIOGRAPHICAL INCIDENT
WRITING ASSESSMENT
UNIT 2 – NINTH GRADE FINAL EXAM

Name _____

TO THE STUDENT:

In this exercise, you will be helping teachers see how well you are able to express your ideas in writing. Every student will be reading a selected text, thinking about it, then talking about it. The reading and talking will help you think about and develop your own ideas. Finally, you will write. Teachers will read and evaluate your writing. Do your best.

PART I: PRE-WRITING ACTIVITIES

SECTION A: READING AND RESPONDING *INDIVIDUALLY*

You will have 30 minutes to work on this part of your test. If you finish early, please sit quietly and wait for further instructions.

BEFORE YOU READ

The essay you will read was written by Toni Cade Bambara. In “Raymond’s Run,” she writes about a time when she learned to give and receive respect. Before you read, take a few minutes to think about a time you learned to give or receive respect. How did you learn to give or receive respect? Who were the people in this memory? What did they want? What did you want? What made you do this or stopped you from doing it? Why do you remember this? Take a few minutes to write your ideas down here.

NOW READ THE SELECTION.

AFTER YOU READ:

1. What do you remember best about "Raymond's Run"? Respond to what you read in the space provided below. You can respond by drawing a picture of a scene or a character, making a story map, or writing what this autobiographical incident made you think of or remember. If you draw or sketch something, explain what you tried to show.

2. In "Raymond's Run," Bambara describes her new respect for Gretchen. In the space below, explain how she believes Gretchen may have earned that respect. Give at least three reasons.

3. Now think about a time you learned to give or receive respect. Organize what you remember by completing the chart below.

<p>What was the event that caused you to give or receive respect?</p> <p>Why do you remember this?</p>	
<p>What was the setting or situation?</p> <p>When did the even take place?</p> <p>Who was there?</p>	
<p>What did you say and do?</p> <p>What did other people say and do?</p>	
<p>What are your beliefs about how people should or should not respect each other?</p> <p>How does this event demonstrate your beliefs?</p>	
<p>From this reflection, how do you think this event has influenced your life? Your beliefs about giving and receiving respect?</p>	

SECTION B: PARTNER/SMALL GROUP WORK

In this section, you will get into pairs or small groups. You will work together to discuss your ideas and to listen to the ideas of other members of your group. Everyone in your group will participate. You will have 30 minutes for this section of your test. If you finish early, please start on Part II.

1. With your partners, take turns sharing something important you remember from the reading selection, "Raymond's Run." In the space below take notes on what each group member says.

Name _____
Notes:

Name _____
Notes:

Name _____
Notes:

2. Now choose 5 toolbox elements from below and find at least one example of each in "Raymond's Run." Then explain how Bambara's use of these writing strategies made her writing clear and interesting. (Use the back of this page if you need more room.)

Hook
Topic Sentence
Golden Line(s)
Show Not Tell

Metaphors
Similes
Supporting Details
Message/Theme

Voice
Reflection
Evaluation

1.
Example: _____
2.
Example: _____
3.
Example: _____
4.
Example: _____
5.
Example: _____

3. Discuss the writer's beliefs about respect. Does she believe that a person has to earn respect? Why or why not? What, in the essay, convinces you that a person does or does not have to earn it?

4. Finally, tell your classmates about a time you learned to give or receive respect. Write down each of the major points your group members tell about respect in the space below. Be sure you write their name next to their ideas.

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PART II: WRITING ACTIVITY

A TIME I LEARNED TO GIVE OR RECEIVE RESPECT

WRITING SITUATION:

You have had a chance to read and talk about "Raymond's Run". You've also had some time to think and talk about a time you learned to give or receive respect. Now you're going to write about this memory.

As you write, be sure to describe the situation, where you were and what it was that you learned. Write about the people who were there, the events that took place, what you and others did and said, and how the situation was resolved. Include your thoughts about whether or not respect must be earned and why you remember this incident so well. Refer to the table you completed in Part 1 of this exam and any of your notes for ideas. You will have 60 minutes to complete this portion of the exam. Have fun and good luck!

THINGS TO REMEMBER:

1. Make sure you understand the prompt.
2. Spend some time thinking and planning. You may use your notes from any part of the exam. Review your notes and make sure to use them in your autobiographical incident. Write your essay on the back of this sheet.
3. Please write neatly with a pen or dark pencil. If I can't read it, you don't get graded!
4. Leave time to proofread your writing. Check punctuation, spelling, and grammar.