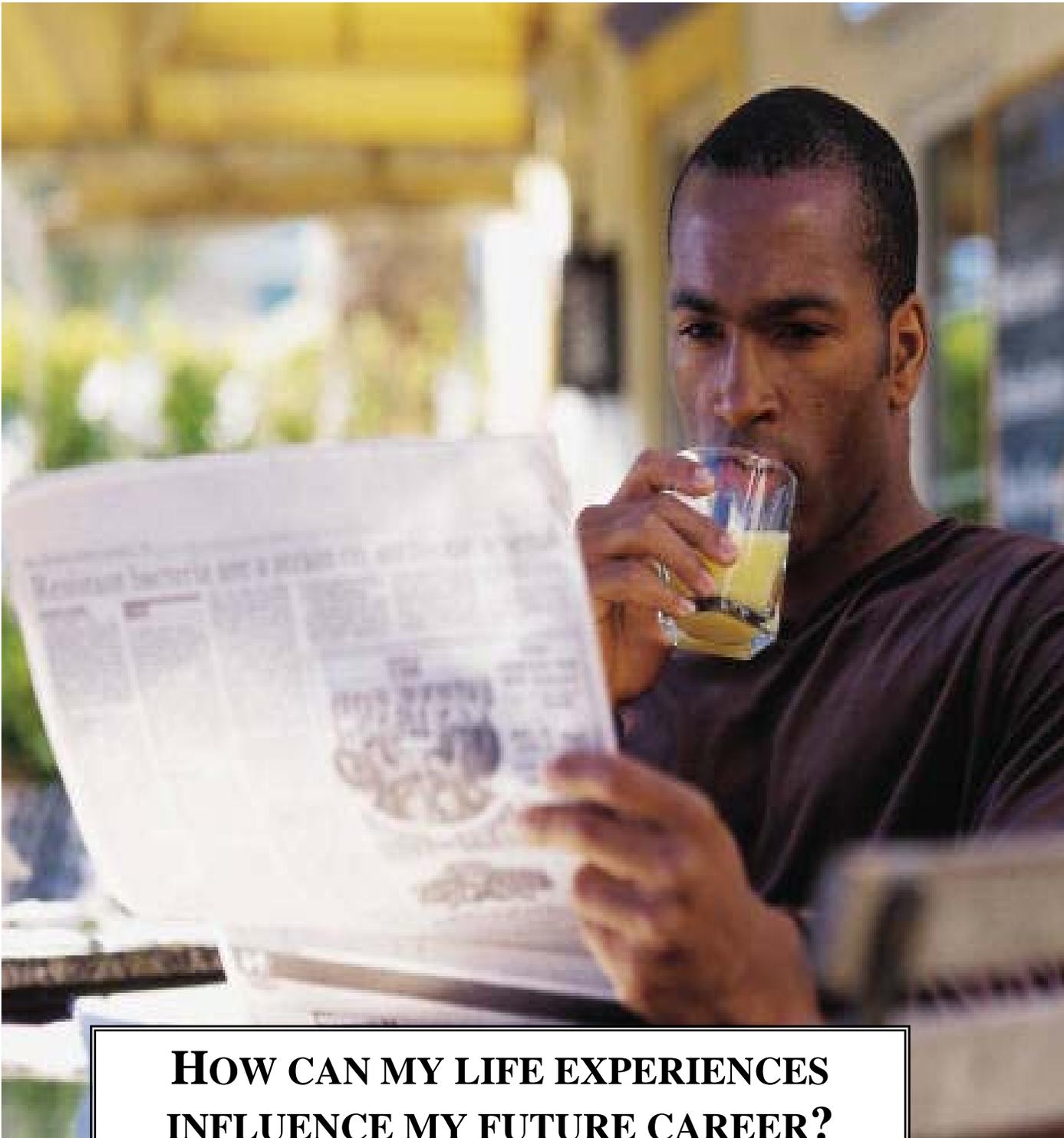




# DISTRICT 75: HIGH SCHOOL UNITS OF STUDY



**HOW CAN MY LIFE EXPERIENCES  
INFLUENCE MY FUTURE CAREER?**

**WHAT SKILLS DO I NEED FOR LIFE IN  
THE REAL WORLD?**

**A SIX WEEK READING AND WRITING UNIT IN  
MEMOIRS AND FUNCTIONAL TEXTS**

## *Acknowledgments*

The *District 75 Units of Study for Grades K-12* were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms.

The mission of the District 75 Literacy Team is to enhance literacy programs in all District 75 schools so that students may become lifelong readers and writers. The District Literacy Team supports the implementation of the New York City Performance Standards in English Language Arts, the Department of Education's Scope and Sequence K-8 as well as the Balanced Literacy Initiative.

This *District 75 Units of Study for Grades K-12* were produced under the auspices of Superintendent Bonnie Brown, Deputy Superintendent Gary Hecht, and Director of Curriculum and Assessment Lorraine Boyhan. Literacy Instructional Specialists who spearheaded this endeavor were Donna Dimino, Ana Gomez, and Raizel Blau.

We would like to honor the primary authors at each level:

**Elementary School – Catherine Mullaney, Leah Vasquez**

**Middle School – Noveria Gillison, Kristine Gonzalez, Shelley Levy,**

**High School – Amy Kriveloff, Aubry Threlkeld**

All District Based Literacy Coaches supported the development of the K-12 Units of Study - Susan Abrahams, Helene Bradley, Noveria Gillison, Kristine Gonzalez, Arlene Harris, Pearl Holford, Amy Kriveloff, Shelley Levy, Catherine Mullaney, Sandra Ramos-Alamo, Aubry Threlkeld and Leah Vasquez.

Special thanks as well to the administration and staff at Public School 372K, The Children's School, who worked to create the original K-5 Literacy Units during the 2004-2005 school year.

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## INTRODUCTION

This unit is intended to provide guidelines for implementing an effective six week unit in the importance of functional literacy skills for District 75 high school students. In addition, this unit will incorporate the study of memoir, and will require students to write a personal memoir based on either a life or job experience in which they demonstrated a specific strength or skill. This will provide an opportunity to reflect on their life events and individual strengths, and how these may impact their future.

According to statistics from the NCEE website, 30% of HS students drop out of school and of that 30%, 80% drop out because they cannot read. Our unit will focus the development of reading and writing skills intended to inform productive lives for our District 75 students after high school. The focus of this unit will include skills for the following focus topics:

- Reading and writing about life experiences in order to craft a meaningful memoir
- Identifying and incorporating purpose and theme in memoirs
- Writing a business/cover letter
- Creating a job resume
- Filling out the job application
- Interview process
- Setting up daily routines that support career goals
- Establishing and maintaining effective work relationships

In order for students to reach proficiency in this unit, each student will be responsible to update his/her portfolio daily. Students will be encouraged to meet the criteria for proficiency in each of these focus topics. It is suggested that as a culminating activity, students will engage in an oral presentation to demonstrate effective skills which will enable them to successfully enter the world of employment. Teachers will be given several ways to accomplish this task as well as suggestions to reward and celebrate success.

Although we support all of our students in completing requirements for the Regents and Regents Competency Diplomas, we believe that functional skills are inherent to survival in the real world. As Special Educators, we believe that differentiating the needs of our students and providing appropriate curriculum is the responsibility of our administrators and teachers. In this country an alarming number of students drop out of school having obtained few or no skills to survive in society. Our unit will serve as a foundation upon which more specific curricula can be developed in the future.

The unit consists of thirty reading and writing lessons. You will notice that a particular emphasis is on student accountability. If a high school student does not take responsibility for his/her future, the odds of success are very slim. Therefore, we strongly encourage teachers to follow the curriculum maps and to utilize the embedded forms, graphic organizers, rubrics and recommended materials.

The skills required to write a memoir, resume, engage in job interviews, create supportive daily routines, and use appropriate communication skills that are necessary for success in the work place. In addition, an increase in self-esteem and self-confidence as a result of skill mastery will be beneficial to all those who meet the necessary criteria for success.

This unit of study will reinforce the need for our students to reach a proficiency in literacy that will broaden the possibilities for career choices and productive lives once they leave us. Thank you for your commitment to our students and remember that it is your dedication that makes the difference in their lives.

## STANDARDS AND ASSESSMENT

Through a variety of assessments, teachers will continually assess their students and plan meaningfully to meet the identified needs of their students. Assessments are incorporated throughout the unit to help establish a reflective and continuous assessment cycle. Suggested assessments include, but are not limited to: writing portfolios, Readers' and Writers' Notebooks, graphic organizers, rubrics, and the final published piece.

The following High School Standards for English Language Arts are addressed throughout this Unit of Study:

**Standard 1:** Students will read, write, listen and speak for information and understanding.

**Standard 2:** Students will read, write, listen and speak for literary response and expression.

**Standard 3:** Students will read, write, listen and speak for critical analysis and evaluation.

**Standard 4:** Students will read, write, listen and speak for social interaction.

Though the presentation of skills for ninth, tenth, eleventh and twelfth grade students with disabilities may be similar, the actual choice of readings remains up to the teacher. Suggested adaptations including booklists assure that this unit can be incorporated into a high school credit-bearing course in American Literature, World Literature or British Literature.

## CURRICULUM MAP

### *Reading the Curriculum Map*

Much work has been done to create curriculum maps, but little time is spent on how to look at them. Each week of the curriculum map is divided into sections as follows:

<b>WEEK ONE:</b>	Readers begin to approach elements of character by recording character traits from familiar video or visual aides	Readers experience characterization through music with lyrics. Record character traits on Graphic Organizer	Readers read and record notes about their character on a graphic organizer while reading	<i>Readers practice protocols, roles and responsibilities for book clubs</i>	Readers in book clubs preview the book to examine text features
	Writers formalize a schedule for writing, review their writing portfolio checklist and read their rubrics		Writers illustrate and personalize their portfolio		Writers setup and organize their book clubs while reviewing their criteria

- The first line lets you know which week this chart is referencing. In addition, the unit is presented in a specific order, but should not be seen as prescriptive.
- Following the week number is the week title phrased in the form of an essential question. Each teacher should adapt the lessons to meet the needs of their students.
- The first row of the table highlights the Reader’s Workshop teaching points for the week.
- The second row shows the Writer’s Workshop teaching points for the week. The second row is shaded to differentiate it from the first.
- The teaching points in italics are developed more fully in the lessons to support the unit of study.

<b>WEEK ONE:</b>  <b>HOW DO WE READ AND WRITE ABOUT LIFE EXPERIENCES IN ORDER TO CRAFT A MEANINGFUL MEMOIR?</b>	<b>Readers immerse themselves in the genre of memoir and learn to recognize the author's unique experience of events.</b>		Readers will have meaningful discussions in partnerships with a focus on comparing and contrasting the author's experiences to their own lives.	Readers make text to text, text to self, and text to world connections while reading using post-its.	Readers select, share, and reflect on a memorable event from their readings of the week.
	Writers brainstorm life/job experiences that demonstrated specific strengths or skills.	Writers record memories on a timeline in their journal: <ul style="list-style-type: none"> <li>○ What are some of your earliest memories regarding work (volunteer, paid, chores etc)?</li> <li>○ What are some of your favorite memories in which you interacted with friends in a positive manner?</li> <li>○ What are some of your favorite memories at home or in the community?</li> <li>○ What are some of your experiences that gave you a sense of pride and accomplishment?</li> </ul>		<b>Writers create a strand of memories by creating a Yakima Time Ball.</b>	

**The goals of the first week of this unit include:**

- Understanding the genre of memoir
- Having meaningful discussions in partnerships
- Comparing, contrasting and making connections
- Choosing a memorable event from text
- Generating topics for memoir
- Creating a Yakima Time Ball to organize memories into memoirs

<b>WEEK TWO:</b>  <b>HOW DO WE IDENTIFY AND INCORPORATE PURPOSE AND THEME TO CREATE A MEANINGFUL MEMOIR?</b>	Readers reflect on their reading to determine the importance or significance of events in the author's life.	Readers reflect on their reading by identifying the author's purpose or theme.	Readers share and respond to classmate's written memoirs, identify each author's purpose/theme and provide feedback.		Readers/Writers engage in the publishing process of their memoirs and share their final pieces in a publishing celebration.
	Writers select an event of significance from their recorded memories and begin a first draft of their memoir.	Writers reflect on the purpose/theme of their memoir as they complete their first draft.	Writers give constructive criticism to others' memoirs using post-its in a gallery walk.	Writers make revisions using an editing checklist and peer comments.	

**The goals of the second week of this unit include:**

- Determining significance of events
- Identifying author's purpose or theme
- Completing a first draft of a memoir
- Participating in a feedback session
- Revising memoir using checklist and feedback
- Completing word processing of document
- Sharing of final drafts

<b>WEEK THREE:</b>  HOW DO I CREATE A JOB RESUME AND A BUSINESS/COVER LETTER?	Readers/Writers set up and personalize individual portfolios	<i>Readers examine model cover letters and become familiar with its parts and content</i>	Readers research resume formats  Compare/contrast formats	Readers/ Writers select resume format and fill in personal information	Readers/Writers present and exhibit business/cover letters and resumes  Business/cover letters and resumes are placed in portfolio.
	Writers generate a list of career or job interests through experiences and literature	<i>Writers choose a career of interest and write a first draft business/cover letter</i>	Writers revise/ edit their business/ cover letter	Writers revise resume and write final draft - choose paper color/font, etc.	

**The goals of the third week of this unit include:**

- Setting up student portfolios
- Engaging in self-exploration
- Listing job experiences
- Choosing a resume format
- Creating a resume to reflect personal style

<b>WEEK FOUR:</b>  How do I complete a job application and prepare for an interview?	Readers read/discuss sample applications	Readers select and complete a job application.	Readers examine rubric for job interview and reflect on their personal strengths and weaknesses	Readers/Writers begin role playing activities to simulate: <ol style="list-style-type: none"> <li>1. The phone call responding to an ad for a job</li> <li>2. The interview</li> </ol> Teacher may use tape recorder or video. Rubric should be utilized to critique.
	Writers list critical information required on job applications.	Writers engage in revising and editing application following pair/share	Writers list critical expectations for job interview behavior:  Dress Language (close examination) Eye contact	

**The goals of the fourth week of this unit include:**

- Examining job applications
- Creating list of required critical information
- Completing job application using revising and editing process
- Participating in mock job interview and providing critical feedback
- Using rubric to critique job interview

<b>WEEK FIVE:</b>  <b>HOW DO I SET UP DAILY ROUTINES THAT SUPPORT MY CAREER GOALS?</b>	Readers compile a list of significant daily habits.  Sleeping Eating Showering/dressing Time management Transportation	Students record their personal habits on a chart and identify areas that require modifications	Students examine various planners for time management use	Students create and record a time management plan for: <ul style="list-style-type: none"> <li>• sleep</li> <li>• waking up (set alarm)</li> <li>• showering/washing dressing</li> <li>• eating</li> <li>• organizing work materials</li> <li>• transportation</li> </ul>	Presentation:  Readers/Writers present finished products. Students come to school dressed for an interview, present their resume, business letter and personal plan for daily living
	Writers expand the list they compiled by writing a short piece on their daily activities.	Writers reflect on their personal habits chart and formulate a plan for improvement	Writers select preferred planner format and personalize	Each student records personal information in planner	

**The goals of the fifth week of this unit include:**

- Examining lifestyle/current habits
- Listing the modifications for improvement
- Creating a time management plan
- Recording routines in planner/planning format
- Celebrating and presenting finished products

<b>WEEK SIX:</b>  <b>HOW DO I ESTABLISH AND MAINTAIN EFFECTIVE WORK RELATIONSHIPS?</b>	Readers role- play introductory conversations and provide feedback to peers.	<i>Readers model behaviors/ dialogues that address the asking of questions/seeking clarification in the workplace.</i>	Readers apply problem-solving skills to workplace scenarios.	Readers work collaboratively on specific workplace tasks.	Celebration!  Readers/Writers perform a selected role-play for an outside audience (other class, school-wide, etc.)
	Writers reflect on feedback received and revise conversations in written form.	Writers record critical behaviors using graphic organizers.	Writers use POP (problem-options-plan) graphic organizer to record personal responses.	Writers record behaviors necessary for successful collaboration.	

**The goals of the sixth week of this unit include:**

- Role-playing introductory conversations and providing feedback
- Modeling behaviors for asking questions/seeking clarification in the workplace
- Apply problem solving skills to workplace scenarios
- Using a POP (problem-options-plan) graphic organizer to record personal responses
- Collaborating on workplace tasks and recording necessary behaviors for collaboration
- Performing a role-play for an outside audience

**Unit of Study: Functional Text/Memoirs**

**Date:** \_\_\_\_\_

**Title of Mini-lesson:** Business/Cover Letter

**Intention:** Students will understand the format of a business/cover letter.

**Materials:** chart paper, colored pencils/crayons, sample business letter

**Connection:** “We have learned about the writing process and how to produce writing for different purposes. Business/cover letters are important forms of communication that have a very specific format. A cover letter is a letter that expresses interest in a particular job. We are going to learn how to write a cover letter that contains all the necessary parts.”

**Teaching:**

Teacher displays a sample cover letter on chart paper and explains -  
Business/cover letters follow a specific format which consists of:

1. Return address
2. Date
3. Inside address
4. Salutation
5. Body of Letter
6. Closing
7. Signature

Teacher explains and models format and content of each part of the letter and highlights/marks each section with a specific color.

Teacher hands out sample cover letters and colored pencils. Students locate and use colored pencils to mark each part of the cover letter. Students are given a rubric containing all components of a business/cover letter. They are given sample cover letters and highlight/mark each part of the cover letter format.

**Active Engagement:**

Students use colored pencils to number parts of the business/cover letter.  
Students write individual cover letters and use rubrics/checklists to evaluate.  
Discussion and sharing of results is in pairs and whole group.

**Link:**

Learning the format and content of a cover letter is a valuable tool used when applying for a job. The cover letter is one type of letter writing with a specific format. Mastery equips the writer with a practical life skill.

**Debrief:**

You have all evaluated a cover letter and composed an original. Once you have mastered the format and content of a cover letter you will be equipped with a useful lifelong skill. You may use a rubric/checklist and cover letter graphic organizer until you have independently mastered this skill.

**Unit of Study: Functional Text/Memoirs**

**Date:** \_\_\_\_\_

**Title of Mini-lesson:** Yakima Time Ball

**Intention:** Students will create a strand of memories which will be presented on their personal Yakima Time Ball.

**Materials:** string or yarn at least 36 inches in length, beads of different sizes, shapes and colors

**Connection:** We've been recording memories on a timeline in our journals. Today we will create a time ball similar to those developed and used by Native Americans to record their life history. They used twine to create the Yakima Time Ball, a vehicle for oral storytelling, and we will use it identify important events in our lives.

**Teaching:** I will use my timeline to demonstrate the creation of a personal Yakima Time Ball. Teacher demonstrates using the following steps:

- Taking a piece of string or yarn at least 36 inches long and explaining that this string will tell the story of a life
- Modeling selection of various bead for each important event in his/her life
- Tying knots in the string to indicate years, and attaching beads to signify events
- Telling represented time ball stories from his/her unique perspective

**Active Engagement:** As a group, students use their journals to reflect on their recorded timelines. Students receive a piece of string and select one critical event. They tie a knot in their string, individually select a bead to represent the event, and then attach their bead.

**Link:** Individually, students continue this process until all their selected life events are represented on the string. They tie knots between beads to indicate the number of years between selected events. The completed string can be rolled into a ball.

**Debrief:** Students will share their finished pieces and personal time ball stories with the class. Classmates will have an opportunity to ask questions and provide feedback.

**Unit of Study: Functional Text/Memoirs**

**Date:** \_\_\_\_\_

**Title of Mini-lesson:** Following /Questioning Directions on the job

**Intention:** The student will seek clarification/comply with directions in an appropriate manner

**Materials:** chart paper, chart markers, role playing scenarios, role play checklist

**Connection:** We've been working on establishing and maintaining effective work relationships. Today we will focus on the necessary steps to help understand and follow through with verbal directions.

**Teaching:** Let's brainstorm the behaviors and skills that are needed to successfully follow directions. The components of this skill may look like this:

- Make eye contact with the person giving directions
- Say o.k. and nod your head to indicate compliance
- Smile and appear pleasant
- Ask questions if you don't understand
- Ask for steps if you need the task broken down
- You may restate the directions to be sure of the request
- Do the task as soon as possible
- Thank the person for taking extra time to clarify directions

**Active Engagement:** Students record the selected behaviors and skills into their writing notebook. The teacher will then give specific directions to a work-related task and students as a group will use the steps and apply learned behaviors and skills to gain clarification and successful task completion.

**Link:** In pairs, students will be provided work-related directions. They will alternate roles and practice providing directions and seeking clarification. Students will complete checklist regarding their partner's performance.

**Debrief:** Students will share successes and areas that need improvement based self-reflection and feedback provided by the checklist.

**CHECKLIST FOR FOLLOWING DIRECTION/SEEKING CLARIFICATION**

<b>Observations:</b>	<b>Yes</b>	<b>No</b>
<b>Did the student make eye contact?</b>		
<b>Did the student say “okay” and nod their head?</b>		
<b>Did the student smile and appear to be pleasant?</b>		
<b>Did the student ask questions for clarification?</b>		
<b>Did the student ask for steps, if he needed the task broken down?</b>		
<b>Did the student restate the directions to be sure of the request?</b>		
<b>Did the student do the task as soon as possible?</b>		
<b>Did the student thank the person who provided clarification?</b>		
<b>Notes:</b>		

# JOB INTERVIEW SCORING RUBRIC

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

Time of Interview: \_\_\_\_\_ Time Arrived: \_\_\_\_\_

Position: \_\_\_\_\_ Interviewed by: \_\_\_\_\_

<b>Competency</b>	<i>Needs Work</i>	<i>Better</i>	<i>Best</i>
<b>First Impressions</b>	Shows up late for the interview, does not bring a copy of the resume	Shows up on time for the interview with a copy of the resume in hand	Shows up early for the interview with a copy of the resume in hand
<b>Preparation</b>	Knows nothing about the company or seems to make up information as he/she goes along	Knows some general information about the company and/or its purpose	Has researched the company and position thoroughly and this is apparent by answers given in response to questions
<b>Personal Attributes</b>	Overly nervous, little or no eye contact, speaks overbearingly or very quietly	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly	Good eye contact and poise during interview; confident and speaks in a moderate tone of voice
<b>General Attitude</b>	Lack of interest and enthusiasm about the position; passive and indifferent; or overly enthusiastic	Seems interested in the position but could be better prepared or informed on certain topics	Interested in the position and enthusiastic about the interview
<b>Personal Appearance</b>	Poor grooming/hygiene, dressed inappropriately for position	Acceptable grooming/hygiene, dressed acceptably for position	Excellent grooming/hygiene, dressed appropriately for position
<b>Responses</b>	Answers with "yes" or "no" and fails to elaborate or explain	Provides adequate responses with some elaboration	Provides responses that contain elaboration and relevant details
<b>Overall/ Feedback</b>			

# Cover Letter Format

## **Your Contact Information:**

Name

Address

City, State, Zip Code

Phone Number

Email Address

Date

## **Employer Contact Information** (if you have it):

Name

Title

Company, Address

City, State, Zip Code

**Salutation:** Dear Mr./Ms. Last Name, (leave out if you don't have a contact)

**Body of Cover Letter:** The body of your cover letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

**First Paragraph:** The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing. Include the name of a mutual contact, if you have one.

**Middle Paragraph(s):** The next section of your cover letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.

**Final Paragraph:** Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up.

## **Complimentary Close:**

Respectfully yours,

## **Signature**

Handwritten Signature (for a mailed letter)

Typed Signature

# Resume Template

**Contact Information** The first section of your resume should include information on how the employer can contact you.

Name (First and Last)

Street Address

City, State, Zip

Phone (Cell/Home)

Email Address

**Objective (optional):** What do you want to do? If you include this section it should be a sentence or two about your employment goals. A customized objective that describes why you are the perfect candidate for the job can help your resume stand out from the competition.

**Career Highlights / Qualifications (optional):** A customized section of your resume that lists key achievements, skills, traits, and experience relevant to the position for which you are applying.

**Experience:** This section of your resume includes your work history. List the companies you worked for, dates of employment, the positions you held and a bulleted list of responsibilities and achievements.

Company #1, City, State, Dates Worked

Job Title, Responsibilities / Achievements, Responsibilities / Achievements

Company #2, City, State, Dates Worked

Job Title, Responsibilities / Achievements, Responsibilities / Achievements

**Education:** In the education section of your resume, list the schools you attended, the degrees you attained, and any special awards and honors you earned.

Schools, Degree, Awards, Honors

**Skills:** Include skills related to the position / career field that you are applying for

**References available upon request:** There is no need to include references on your resume. Rather, have a separate list of references to give to employers upon request.

## Time Manager/ Activity Scheduler

	Monday	Tuesday	Wednesday	Thursday	Friday	Comments/ Action: Follow-up Notes
A.M.						
Lunch						
P.M.						



# **P O P** METHOD for **SOLVING PROBLEMS**

**PROBLEM:** Identify and Isolate

**OPTIONS:** Consider options for the situation

\*Evaluate **OPTIONS** – weigh the value of each possible outcome!

**PLAN:** Make a plan for follow through after your choice is made



# P O P

(Problem, Options, Plan)

Problem:

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Options:

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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Plan:

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# Differentiated Instruction and Adaptations

The following publishers support differentiated instruction by providing texts and specific lessons on multiple levels and in multiple formats.

## Globe Fearon

- [www.agsglobe.com](http://www.agsglobe.com)
- Pacemaker Careers
- Life Skills
- High Interest – Low Level Literature

## Capstone Press

- [www.capstonepress.com](http://www.capstonepress.com)
- Life Skills
- Careers
- Work Habits
- High Interest – Low Level Literature (Diaries, Letters, & Memoirs)

## Perma-bound

- [www.perma-bound.com](http://www.perma-bound.com)
- Life Skills
- Careers
- Work Habits
- High Interest – Low Level Literature (Memoirs)

## Don Johnston

- [www.donjohnston.com](http://www.donjohnston.com)
- Start-to-finish books
- High interest – Low Level Literature

## Holt, Rinehart and Winston

- [www.hrw.com](http://www.hrw.com)
- Great resource for rubrics, graphic organizers, and lesson plans

## Recommended Memoirs:

***A Million Little Pieces*** by James Frey  
***Angela's Ashes*** by Frank McCourt  
***All Souls: A Family Story from Southie*** by Michael Patrick MacDonald  
***Astro Turf*** by M.G. Lord  
***Autobiography of My Mother, The*** by Jamaica Kincaid  
***Bad Boy: A Memoir*** by Walter Dean Myers  
***Bell Jar, The*** by Sylvia Plath  
***Birthday Party, The: A Memoir of Survival*** by Stanley Alpert  
***Black Dog of Fate*** by Peter Balakian  
***Chosen by a Horse: A Memoir*** by Susan Richards  
***The Color of Water: A Black Man's Tribute to His White Mother***  
by James McBride  
***Coming of Age in Mississippi*** by Anne Moody  
***Diary of a Young Girl*** by Anne Frank  
***Dog Years: A Memoir*** by Mark Doty  
***Dry*** by Augusten Burrows  
***Easter Everywhere: A Memoir*** by Darcey Steinke  
***Falling Leaves: The Memoir of an Unwanted Chinese Daughter***  
by Adeline Yen Mah  
***Funny in Farsi: A Memoir of Growing up Iranian in America*** by  
Firoozeh Dumas  
***God Grew Tired of Us: A Memoir*** by John Bul Bul Dau, Michael  
Sweeney, Michael S. Sweeney  
***Going Back to Bisbee*** by Richard Shelton  
***Hole in the Sky*** by William Kittredge  
***Hons and Rebels*** by Jessica Mitford  
***How I Became Hettie Jones*** by Hettie Jones  
***I Know Why the Caged Bird Sings*** by Maya Angelou  
***In the Shadow of Memory*** by Floyd Skloot  
***Infidel*** by Ayaan Hirsi Ali  
***Leaving Church: A Memoir of Faith*** by Barbara Brown Taylor  
***Long Way Gone: Memoirs of a Boy Soldier*** by Ishmael Beah  
***Lost in Place: Growing Up Absurd in Suburbia*** by Mark Salzman  
***Magical Thinking: True Stories*** by Augusten Burroughs  
***Memories of a Catholic Girlhood*** by Mary McCarthy  
***Minor Characters*** by Joyce Johnson  
***Mountain City*** by Gregory Martin  
***My Brother*** by Jamaica Kincaid

***My Father's Secret War: A Memoir*** by Lucinda Franks  
***My Friend Leonard*** by James Frey  
***Nazi's Officers Wife, The*** by Edith Hahn Beer  
***Out of Egypt: A Memoir*** by Andre Aciman  
***Persian Girls: A Memoir*** by Nahid Rachlin  
***Rain or Shine*** by Cyra McFadden  
***Rewind, Replay, Repeat: A Memoir of Obsessive-Compulsive Disorder*** by Jeff Bell  
***Running with Scissors*** by Augusten Burroughs  
***Seamstress: A Memoir of Survival*** by Sara Tuvel Bernstein, Louise Toots Thornton, Marlene Bernstein Samuels  
***Stealing Buddha's Dinner: A Memoir*** by Bich Minh Nguyen  
***Stolen Lives: Twenty Years in a Desert Jail*** by Malika Oufkir  
***Teacher Man: A Memoir*** by Frank McCourt  
***Tender Bar, The: A Memoir*** by J. R. Moehringer  
***Their Eyes Were Watching God*** by Zora Neale Hurston  
***This Boy's Life: A Memoir*** by Tobias Wolff  
***Tis*** by Frank McCourt  
***Unbowed: A Memoir*** by Wangari Maathai  
***Unwanted: A Memoir*** by Kien Nguyen  
***Waking: A Memoir of Trauma and Transcendence*** by Matthew Sanford  
***What Remains: A Memoir of Fate, Friendship, and Love*** by Carole Radziwill  
***Without a Map: A Memoir*** by Meredith Hall  
***Woman Warrior, The*** by Maxine Hong Kingston

## Memoir Picture Books

A Chair for My Mother by Verna B. Williams  
Belle's Journey by Marilyn Reynolds  
Coat of Many Colors by Dolly Parton  
Dakota Dugout by Ann Turner  
Grandpa Baxter and the Photographs by Caroline Castle  
Great Grandma Tells of Threshing Days by Verda Cross  
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