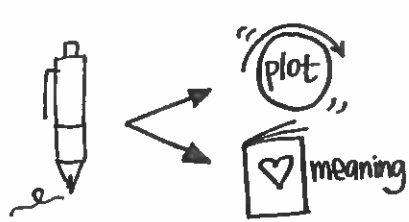
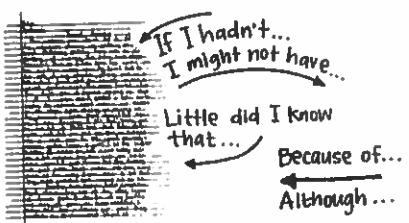




## Narrative Writing Checklist

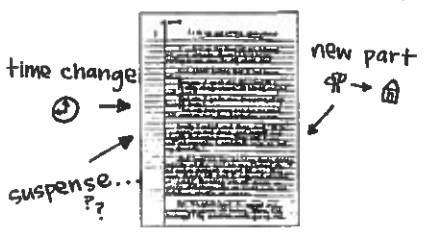
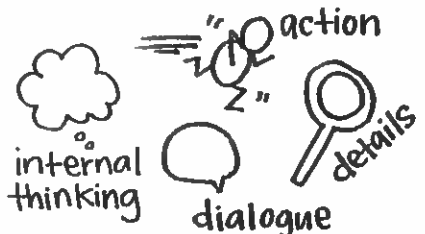
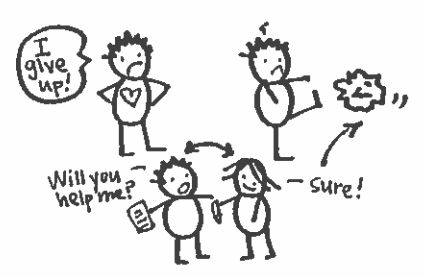
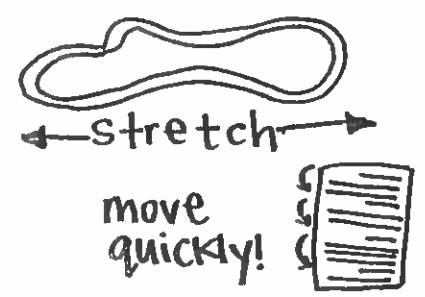
### Grade 6

#### STRUCTURE

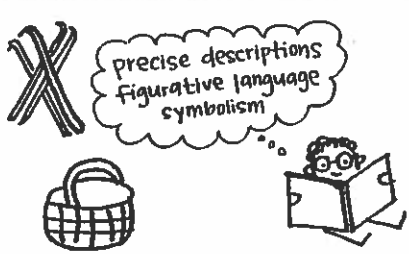

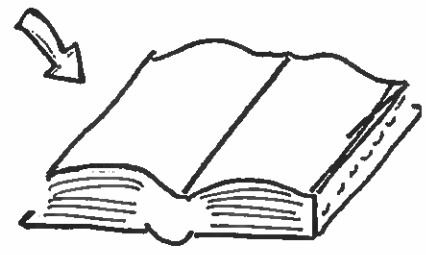
I wrote a story that had tension, resolution, and realistic characters and conveyed an idea or lesson.

| Did I do it like a sixth grader?  |   | NOT YET                  | STARTING TO              | YES!                     |
|---|---|--------------------------|--------------------------|--------------------------|
|    | <p>I wrote a beginning in which I not only set the plot or story in motion, but also hinted at the larger meaning the story would convey.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | <p>I used transitional phrases to connect what happened to why it happened such as <i>if I hadn't ... I might not have ...</i>, <i>because of ...</i>, <i>although ...</i>, and <i>little did I know that ...</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <p>I wrote an ending that connected to what the story was really about.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <p>I gave readers a sense of closure by showing a new realization, insight, or change in a character or narrator.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Narrative Writing Checklist (continued)

| Grade 6   |   |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|
| STRUCTURE (continued)   |   | NOT YET                  | STARTING TO              | YES!                     |
|    | <p>I used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. I created a sequence of events that was clear.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| DEVELOPMENT   |   |                          |                          |                          |
| Did I do it like a sixth grader?  |   | NOT YET                  | STARTING TO              | YES!                     |
|   | <p>I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <p>I developed character traits and emotions through what characters said and did. I developed some relationships among characters to show why they acted and spoke as they did. I told the internal as well as external story.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <p>I chose several key parts to stretch out and several to move through more quickly.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Narrative Writing Checklist (continued)

| Grade 6   |   |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|
| DEVELOPMENT (continued)   |   | NOT YET                  | STARTING TO              | YES!                     |
|    | <p>I wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events, and to bring forth meaning.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | <p>I not only varied my sentences to create the pace and tone of my narrative and to engage my readers, but also used language that fit my story's meaning, for example, in parts that had dialogue, different characters used different kinds of language.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LANGUAGE CONVENTIONS  |   |                          |                          |                          |
| Did I do it like a sixth grader?  |   | NOT YET                  | STARTING TO              | YES!                     |
|  | <p>I used resources to be sure the words in my writing were spelled correctly.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>dash = colon :</p> <p>semi-colon ;</p> <p>(parentheses)</p>                      | <p>I used punctuation to help set a mood, convey meaning, and/or build tension in my story.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |