

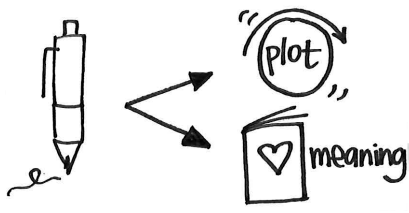
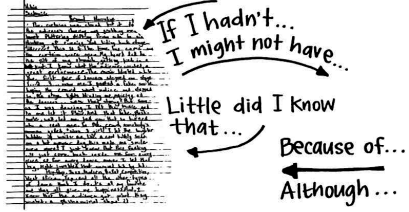


Name: \_\_\_\_\_

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

## Narrative Writing Checklist

### Grade 6

#### STRUCTURE

Overall	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!	
Lead		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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		I wrote an ending that connected to what the story was really about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I gave readers a sense of closure by showing a new realization, insight, or change in a character or narrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

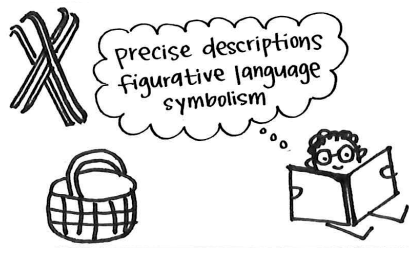

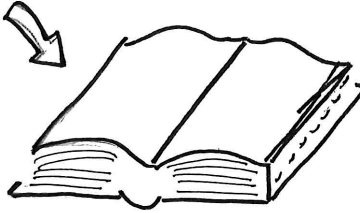
# Narrative Writing Checklist (continued)

## Grade 6

		STRUCTURE (continued)	NOT YET	STARTING TO	YES!
Organization		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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEVELOPMENT					
		Did I do it like a sixth grader?	NOT YET	STARTING TO	YES!
Elaboration		I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I chose several key parts to stretch out and several to move through more quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Narrative Writing Checklist (continued)

### Grade 6

DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!
	DEVELOPMENT (continued)	NOT YET	STARTING TO	YES!
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE CONVENTIONS				
	Did I do it like a sixth grader?	NOT YET	STARTING TO	YES!
Spelling		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	dash — colon : semi-colon ; (parentheses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>