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	YESI	
Lead	[Plot] meaning	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.				
Transitions	The I hadn't The state of	I used transitional phrases to connect what happened to why it happened such as if I hadn't I might not have, because of, although, and little did I know that				
Ending		I wrote an ending that connected to what the story was really about.				
		I gave readers a sense of closure by showing a new realization, insight, or change in a character or narrator.				

Narrative Writing Checklist (continued)

Grade 6						
	STRUCTURE (continued)		NOT YET	STARTING TO	YES!	
Organization	time change The state of the s	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.				
DEVELOPMENT						
	Did I do it like a sixth grader?		NOT YET	STARTING TO	YES!	
Elaboration	internal dialogue	I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.				
Craft	Nill you - sure!	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.				
	move quickly!	I chose several key parts to stretch out and several to move through more quickly.				

Narrative Writing Checklist (continued)

Grade 6						
	DEVELOPMENT (continued)		NOT YET	STARTING TO	YES!	
	precise descriptions figurative language symbolism	I wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events, and to bring forth meaning.				
	How do? What's up?	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.				
LANGUAGE CONVENTIONS						
	Did I do it like a sixth grader?		NOT YET	STARTING TO	YES!	
Spelling		I used resources to be sure the words in my writing were spelled correctly.				
Punctuation	dqsh= colon; semi-colon; (parentheses)	I used punctuation to help set a mood, convey meaning, and/or build tension in my story.				