**NARRATIVE**

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

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| --- | --- | --- | --- | --- |
|  | GRADE 6 | **Not Yet** | **Starting To** | **Yes** |
| **FOCUS** | | | | |
| **Focus - Lead** | I wrote a beginning in which I not only set the plot or story in motion and introduced a narrator and/or characters, but also hinted at the larger meaning the story would convey. | □ | □ | □ |
| **CONTENT** | | | | |
| **Content - Elaboration** | I developed realistic characters, details, action, dialogue, and internal thinking that contributed to deeper meaning of the story. | □ | □ | □ |
| **Content-**  **Craft** | I wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events to bring forth meaning. | □ | □ | □ |
| **ORGANIZATION** | | | | |
| **Organization**  **Transitions** | I not only used transitional phrases and clauses to signal complicated changes in time, I also used them to alert my reader to changes in the setting, tone, mood, point of view, or the time in the story (such as *suddenly*, *unlike before*, *if only she had known*). | □ | □ | □ |
| **Organization** | I used paragraphs purposefully to show setting changes, new parts of the story, or to create suspense for readers. I created a sequence of events that was clear and logical. | □ | □ | □ |
| **Organization**  **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 or insight or a change in a character or narrator. | □ | □ | □ |
| **STYLE** | | | | |
| **Style** | I wrote a story that has tension, resolution, realistic characters, and also conveys an idea, lesson, or theme.  I developed some relationship between characters to show why they act and speak as they do. I told the internal, as well as the external story.  I used language that fit my story’s meaning and context (for example, different characters use different kinds of language). | □    □  □ | □  □  □ | □  □  □ |
| **CONVENTIONS** | | | | |
| **Grammar** | I used what I learned about grammar to make the writing clear for the reader. | □ | □ | □ |
| **Punctuation** | I used punctuation such as dashes, parentheses, colons, and semicolons to help me include extra detail and explanation in some of my sentences.  I used commas and quotation marks or italics or other ways to make clear when characters are speaking. | □  □ | □  □ | □  □ |
| **Spelling** | I correctly use frequently confused words (e.g., to, two, too; their, there, they’re).  I used resources to be sure the words in my writing were spelled correctly. | □  □ | □  □ | □  □ |