**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. | □□ | □□ | □□ |