

## Narrative Writing Self-Assessment Checklist

<b>Grade 6</b>				
I write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
		<b>3</b> Meets	<b>2</b> Approaching	<b>1</b> Not Yet
<b>Introduction</b> (W.6.3a)	I wrote a beginning that engages and orients readers by establishing a context to set the story in motion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I introduced and told about the narrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I introduced the characters and described them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b> (W.6.3a)	I wrote my story with actions and an event sequence that unfolds naturally and logically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used paragraphs purposefully to show time or setting changes, new parts of the story, or to create suspense for readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Elaboration</b> (W.6.3b)	I wrote my story in such a way that readers could picture the actions, thoughts, and feelings of my characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used narrative techniques, such as dialogue, pacing, and description to develop experiences, events and characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>(W.6.3d)</b>	I included precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b> (W.6.3c)	I used a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conclusion</b> (W.6.3e)	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. I gave the readers a sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task Focus</b>	My whole story stayed focused on my task or prompt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar Usage</b> (L.6.1)	I used strong words and phrases correctly to bring my writing to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used complete sentences. I varied my sentences to make my writing interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Punctuation</b> (L.6.2)	Before I wrote my final draft I checked to make sure I used punctuation correctly (commas, quotations, parentheses, dashes, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Spelling</b> (L.6.2)	Before I wrote my final draft I checked to make sure all my words were spelled correctly or I used resources to help me spell words I wasn't sure about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Design inspired by the work of Lucy Calkins' Units of Study.