

# Free Download 6th Grade Prompt 1 Departments

Grade 6  
First Prompt  
Narrative  
Writing an Autobiographical Incident

**English/Language Arts Content Standards:**

1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

2.1 Write narratives:

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

**Writing Situation**

Learning a new skill is sometimes proof that we are growing up. When we learn how to do something new, we feel proud of our accomplishment. (Allow an opportunity for discussion.)

**Directions for Writing**

Choose one skill that you've learned or mastered. Write about what the skill was and what steps you needed to take in order to learn this skill. Be sure to tell your readers where you were, who helped you, and how you felt while you were working on acquiring this new skill. Also, tell how you felt after you accomplished this. Now that you look back on that time, how was that learning important in your life?

**Writing and Convention Standards**

For this task, students will write a personal narrative that will:

- a. relate ideas, observations and recollections of learning a new skill.
- b. be clearly and logically organized.
- c. have a strong lead and conclusion.
- d. have a consistent first-person point of view.
- e. include sensory details and concrete language to develop the narrative line and show the narrator's feelings.
- f. have effective transitions to unify and connect important ideas.
- g. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

**Resources:**

*Reading/Language Arts Framework for California Public Schools*, p. 148  
*Write Source 2000: Lesson Plans and Assessments*, pp. 2 - 5  
*Program Guide*, pp. 191 - 198  
*Write Source 2000*, pp. 153 - 159



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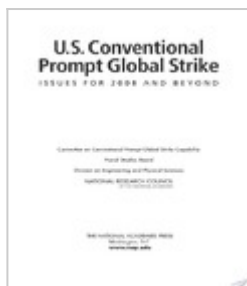
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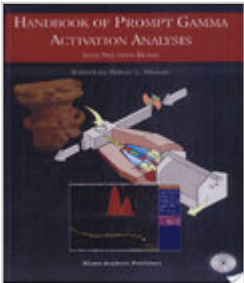




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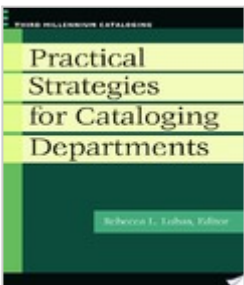
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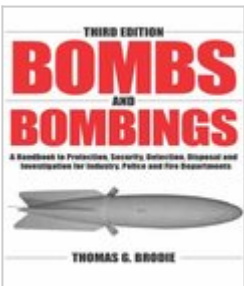
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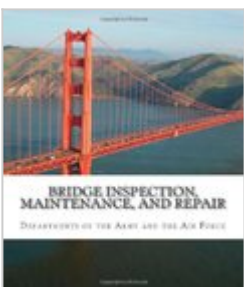
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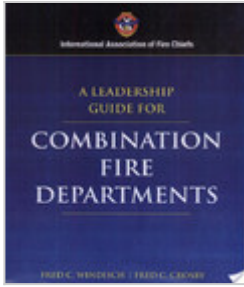
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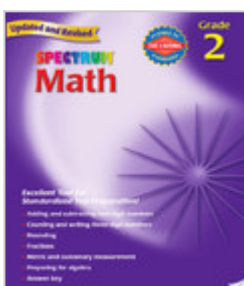
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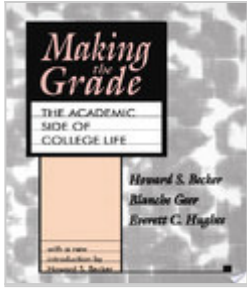
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