

Name: _____

Date: _____

Narrative Writing Checklist

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	I wrote the important part of an event bit by bit and took out unimportant parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a story of an important moment. It read like a story, even though it might be a true account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending that connected to the beginning or the middle of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used action, dialogue, or feeling to bring my story to a close.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I gave readers a sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

	Grade 4	NOT YET	STARTING TO	YES!	Grade 5	NOT YET	STARTING TO	YES!
	Development				Development			
Elaboration	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I showed <i>why</i> characters did what they did by including their thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I showed <i>why</i> characters did what they did by including their thinking and their responses to what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I made some parts of the story go quickly, some slowly.				I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.			
	I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.				I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning.			
	I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.				I varied my sentences to create the pace and tone of my narrative.			
	Language Conventions				Language Conventions			
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; I also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>