

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

## Narrative Writing Checklist

Grade 5		NOT YET	STARTING TO	YES!
<b>Structure</b>				
<b>Overall</b>	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"/>
<b>Lead</b>	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"/>
<b>Transitions</b>	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"/>
<b>Ending</b>	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 gave readers a sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I used paragraphs to separate different parts or time 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"/>
<b>Development</b>				
<b>Elaboration</b>	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"/>
<b>Craft</b>	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 slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my sentences to create the pace and tone of my narrative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language Conventions</b>				
<b>Spelling</b>	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"/>
<b>Punctuation</b>	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"/>