Name: _____ Date: _____

Narrative Writing Checklist

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
	Structure				**Structure**			
Overall	I wrote a story of an important moment. It read like a story, even though it might be a true account.	☐	☐	☐	I wrote a story that has tension, resolution, realistic characters, and also conveys an idea, lesson, or theme.	☐	☐	☐
Lead	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.	☐	☐	☐	I wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.	☐	☐	☐
Transitions	I used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (*meanwhile*, *at the same time*) or flashback and flash-forward (*early that morning*, *three hours later*).	☐	☐	☐	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*).	☐	☐	☐
Ending	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 readers a sense of closure.	☐	☐	☐	I wrote an ending that connected to what the story is really about. I gave the reader a sense of closure by showing a new realization or insight, or a change in the character/narrator. I might have shown this through dialogue, action, inner thinking, or small actions the character takes.	☐	☐	☐
Organization	I used paragraphs to separate different parts or times in the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	☐	☐	☐	I used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for readers. I created a logical, clear sequence of events.	☐	☐	☐

Narrative Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
	Development				**Development**			
Elaboration	I developed characters, setting, and plot throughout the story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.	☐	☐	☐	I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.	☐	☐	☐
Craft	I showed *why* characters did what they did by including their thinking and their responses to what happened.	☐	☐	☐	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 slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.	☐	☐	☐	I wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting and actions, and to bring forth meaning.	☐	☐	☐
	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 meaning.	☐	☐	☐	I used language that fit my story's meaning and context (for example, different characters use different kinds of language).	☐	☐	☐
	I varied my sentences to create the pace and tone of my narrative.	☐	☐	☐				
	Conventions				**Conventions**			
Spelling	I used what I know about word families and spelling rules to help me spell and edit.	☐	☐	☐	I used resources to be sure the words in my writing are spelled correctly.	☐	☐	☐
	I used the word wall and dictionaries when needed.	☐	☐	☐				

Narrative Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
Punctuation and Sentence Structure	I used commas to set off introductory parts of sentences (for example, *One day at the park, . . .*). I also used commas to show talking directly to someone, such as, "*Are you mad, Mom?*"	☐	☐	☐	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.	☐	☐	☐