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 had tension, resolution, and realistic characters and conveyed an idea or lesson.	☐	☐	☐
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 in which I not only set the plot or story in motion, but also hinted at the larger meaning the story would convey.	☐	☐	☐
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 used transitional phrases to connect what happened to why it happened, such as *If I hadn't . . .* , *I might not have . . .* , *because of . . .* , *although . . .* , and *little did I know that . . . .*	☐	☐	☐
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 wrote an ending that connected to what the story was really about.	☐	☐	☐
	I gave readers a sense of closure.				I gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator.			
Organization	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.	☐	☐	☐	I used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. I created a sequence of events that was clear.	☐	☐	☐

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 my 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 contributed 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 character traits and emotions through what characters said and did. I developed some relationships among characters to show *why* they acted and spoke as they did. 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 chose several key parts to stretch out and several to move through more quickly.	☐	☐	☐
	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 wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning.	☐	☐	☐
	I varied my sentences to create the pace and tone of my narrative.	☐	☐	☐	I not only varied my sentences to create the pace and tone of my narrative and to engage my readers, but also used language that fit my story's meaning, for example, in parts that had dialogue, different characters used different kinds of language.	☐	☐	☐

Narrative Writing Checklist (continued)

	Grade 5	NOT YET	STARTING TO	YES!	Grade 6	NOT YET	STARTING TO	YES!
	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.	☐	☐	☐	I used resources to be sure the words in my writing were spelled correctly.	☐	☐	☐
Punctuation	I used commas to set off introductory parts of sentences, such as *One day at the park, I went on the slide*; I also used commas to show talking directly to someone, such as *Are you mad, Mom?*	☐	☐	☐	I used punctuation to help set a mood, convey meaning, and/or build tension in my story.	☐	☐	☐