

Name: _____

Date: _____

Narrative Writing Checklist

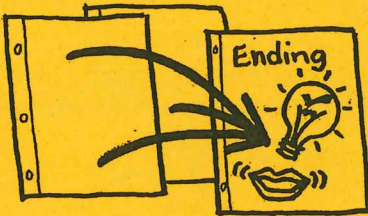

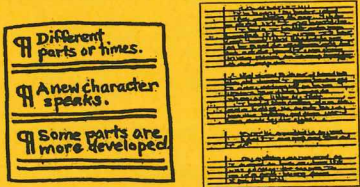
Grade 5

STRUCTURE

Overall	<p>I wrote a story of an important moment.</p> <p>It read like a story, even though it might be a true account.</p>				
	<p>Did I do it like a fifth grader?</p>	NOT YET	STARTING TO	YES!	
Lead		<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		<p>I used transitional phrases to show the 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>).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

Grade 5

STRUCTURE (continued)		NOT YET	STARTING TO	YES!
Ending		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

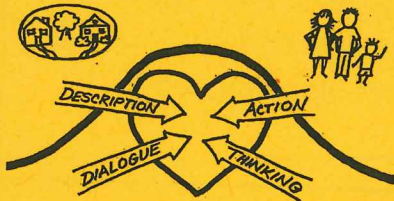
Grade 5

DEVELOPMENT

Did I do it like a fifth grader?

NOT YET
STARTING TO
YES!

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.

NOT YET STARTING TO YES!

Craft



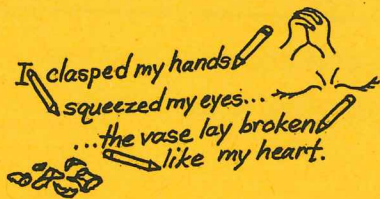
I showed why characters did what they did by including their thinking and their responses to what happened.

NOT YET STARTING TO YES!



I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.

NOT YET STARTING TO YES!



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.

NOT YET STARTING TO YES!

I stopped. I looked closer.
I gasped. Never before had
I seen so many ladybugs in
one place!


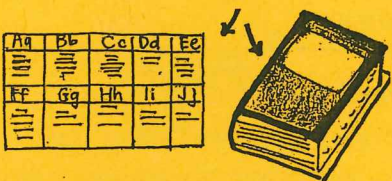


I varied my sentences to create the pace and tone of my narrative.

NOT YET STARTING TO YES!

Narrative Writing Checklist (continued)

Grade 5

LANGUAGE CONVENTIONS

	Did I do it like a fifth grader?	NOT YET	STARTING TO	YES!
Spelling	 <p>The illustration shows the word 'receive' underlined. To the right is a word wall with letters A, B, C, and D. Below it is a dictionary with a pencil pointing to it.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>The illustration shows a word wall with letters Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj. Next to it is a dictionary.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	<p>Meanwhile, ↙ Later that day, ↘ As I read on, ↙</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>The illustration shows a stick figure with a speech bubble saying 'STOP!'. Below it are several punctuation marks: a period, an exclamation point, a question mark, a comma, and a semicolon.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>The illustration shows a stick figure asking 'Are you mad, Mom?' in a speech bubble. Another stick figure is shown next to it.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>