Name:	Date:	

Narrative Writing Checklist

Grade 5						
STRUCTURE						
Overall	I wrote a story of an important moment. It read like a story, even though it might be a true account.					
	Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!	
Lead	all started o when my friend o when my to Thou me o before any But o But	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.				
Transitions	Meanwhile At the same time Early that morning Three hours laten	I used transitional phrases to show the 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).				

Narrative Writing Checklist (continued)

Grade 5						
	STRUCTURE (continued)		NOT YET	STARTING TO	YESI	
Ending	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.				
Organization	Pifferent parts or times. A new character speaks. P some parts are, more developed.	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.				

Narrative Writing Checklist (continued)

Grade 5						
DEVELOPMENT						
	Did I do it like a fifth grader?		NOT YET	STARTING TO	YESI	
Elaboration	DESCRIPTION ACTION DIALOGUE DIALOGUE THINKING	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.				
Craft	Why? What?	I showed why characters did what they did by including their thinking and their responses to what happened.				
Craft	SUMMARY SUMMARY BIT BY BIT	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 clasped my hands by squeezed my eyesthe vase lay broken blike my heart.	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 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.				

Narrative Writing Checklist (continued)

Grade 5					
LANGUAGE CONVENTIONS					
	Did I do it like a fifth grader?		NOT YET	STARTING TO	YES!
Spelling	receive A B C C C C C C C C C C C C C C C C C C	I used what I knew about word families and spelling rules to help me spell and edit.			
	An Bb Cc Dd EC	I used the word wall and dictionaries to help me when needed.			
Punctuation	Meanwhile, Later that days As I read on,	I used commas to set off introductory parts of sentences.			
	"10Z "STOP!	I used a variety of punctuation to fix any run-on sentences.			
	Are you mad, Mom?	I also used commas to show talking directly to someone.			