Narrative Writing Checklist- Score 3

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|  | Structure |  |  |  |
| Overall | I wrote a narrative (story) that has a clear narrator, characters, setting and a conflict (problem) |  |  |  |
| Transitions | I showed the passage of time by using transitional phrases (examples: meanwhile, at the same time, early that morning, later that day, three hours later) |  |  |  |
| Ending | I wrote an ending that connects to the plot of my story and flows from the resolution of the conflict. I gave the reader a sense of closure and my character said, did, or realized something at the end that came from what happened in the story. |  |  |  |
| Organization | I used paragraphing (TiPToP) to separate different parts of the story  I organized my story according to plot structure. The reader could identify the beginning, events of rising action, the climax, falling action and a resolution |  |  |  |
| Elaboration | I used sensory details to bring characters, setting and events to life. (Show not tell writing) |  |  |  |
| Craft | I included dialogue  My word choice is thoughtful and creates a sensory experience |  |  |  |
| Spelling | Very few errors exist in my spelling, 5th grade high frequency words are spelled correctly, any errors do not distract the reader |  |  |  |
| Punctuation | I have correctly used end marks and attempted to correctly punctuate dialogue |  |  |  |
| Capitalization | All sentence beginnings are capitalized, proper nouns are capitalized |  |  |  |
| Sentences | I have some simple and some compound sentences |  |  |  |

Score 4

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|  | Structure |  |  |  |
| Overall | I wrote a narrative (story) that has a clear narrator, characters, setting and a conflict (problem) and hints at a theme (a larger meaning to the story) |  |  |  |
| Transitions | I used transitions that reflect cause and effect relationships (examples: although, because of, little did I know, I might not have, etc.) |  |  |  |
| Ending | I wrote an ending that connects to the plot of my story and flows from the resolution of the conflict. I gave the reader a sense of closure and my character said, did, or realized something at the end that came from what happened in the story and showed how the character had changed over time. |  |  |  |
| Organization | I used paragraphing (TiPToP) to separate different parts of the story  I organized my story according to plot structure. The reader could identify the beginning, events of rising action, the climax, falling action and a resolution |  |  |  |
| Elaboration | I used sensory details to bring to develop character traits and emotions and developed a relationship between characters.  I chose several parts of the story to stretch out while others moved more quickly setting and events to life.  My sensory details helped develop a theme or deeper |  |  |  |
| Craft | I included dialogue and different characters used different language  I used sensory details, figurative language and symbolism |  |  |  |
| Spelling | Very few errors exist in my spelling, 6th grade high frequency words are spelled correctly, any errors do not distract the reader |  |  |  |
| Punctuation | I have correctly used end marks and correctly punctuate dialogue |  |  |  |
| Capitalization | All sentence beginnings are capitalized, proper nouns are capitalized |  |  |  |
| Sentences | I have some simple, compound and complex sentences |  |  |  |