

Narrative Writing Checklist

Grade 5

STRUCTURE

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?

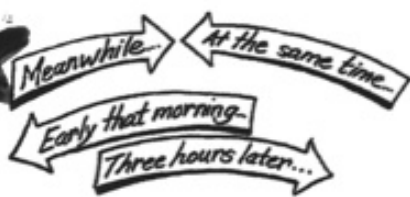
NOT
YET

STARTING
TO

YES!





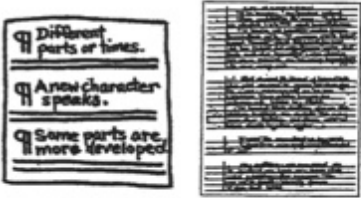
I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.



I 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	YES
	<p>I wrote an <u>ending</u> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I gave readers a sense of closure.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I used <u>paragraphs</u> 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.</p>	<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!



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



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 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!



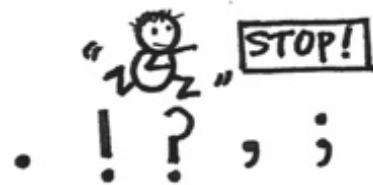
I used what I knew about word families and spelling rules to help me spell and edit.



I used the word wall and dictionaries to help me when needed.

Meanwhile,
Later that day,
As I read on,

I used commas to set off introductory parts of sentences.



I used a variety of punctuation to fix any run-on sentences.



I also used commas to show talking directly to someone.