

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist Pre-Kindergarten</b>	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I told a story with pictures and some “writing.”			
<b>Lead</b>	I started by drawing or saying something.			
<b>Transitions</b>	I kept on working.			
<b>Ending</b>	My story ended.			
<b>Organization</b>	On my paper, there is a place for drawing and a place where I tried to write words.			
	<b>Development</b>			
<b>Elaboration</b>	I put more and then more on the page.			
<b>Description</b>	In my story, I tell and show what happened.			
	<b>Language Conventions</b>			
<b>Spelling</b>	I can read my pictures and some of my words.  I tried to make words.			
<b>Punctuation</b>	I can label pictures.  I can write my name.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist</b> Kindergarten	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I told, drew, and wrote a whole story.			
<b>Lead</b>	I have a page that shows what happened first.			
<b>Transitions</b>	I put my pages in order.			
<b>Ending</b>	I have a page that shows what happened last in my story.			
<b>Organization</b>	My story has a page for the beginning, a page for the middle and a page for the end.			
	<b>Development</b>			
<b>Elaboration</b>	My story says who was there, what they did, and how the people felt.			
<b>Description</b>	I can draw and write some details about what happened.			
	<b>Language Conventions</b>			
<b>Spelling</b>	I can read my writing. I wrote a letter for the sounds I hear. I used the Word Wall to help me spell.			
<b>Punctuation</b>	I put spaces between words. I used lower case letters unless capitals were needed. I wrote capital letters to start every sentence.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist Grade 1</b>	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I wrote about when I did something.			
<b>Lead</b>	I tried to make a beginning for my story.			
<b>Transitions</b>	I put my pages in order. I used words like <i>and</i> and <i>then, so</i> .			
<b>Ending</b>	I found a way to end my story.			
<b>Organization</b>	I wrote my story across three or more pages.			
	<b>Development</b>			
<b>Elaboration</b>	I put the picture from my mind onto the page. I have details in pictures and words			
<b>Description</b>	I used labels and words to give details.			
	<b>Language Conventions</b>			
<b>Spelling</b>	I used all I know about words and chunks of words (“at,” “op,” “it”...) to help me spell.  I spelled all the Word Wall Words right and used the Word Wall to help me spell other words.			
<b>Punctuation</b>	I ended sentences with punctuation.  I used a capital letter for names.  I used commas in dates and lists.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist Grade 2</b>	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I wrote about <b>one time</b> when I did something.			
<b>Lead</b>	I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk or setting that would make a good beginning.			
<b>Transitions</b>	I told the story in order by using words like <i>when, then, after</i> .			
<b>Ending</b>	I chose the action, talk or feeling that would make a good ending.			
<b>Organization</b>	I wrote lots of lines on a page and wrote across lots of pages.			
	<b>Development</b>			
<b>Elaboration</b>	I tried to bring my people to life with details, talk, and actions.			
<b>Description</b>	I chose strong words that would help readers picture my story.			
	<b>Language Conventions</b>			
<b>Spelling</b>	To spell a word, I used what I know about spelling patterns (“tion,” “er,” “ly,” etc.)  I spelled all of the Word Wall words correctly and used the Word Wall to help me figure out how to spell other words.			
<b>Punctuation</b>	I used quotation marks to show what people said.  When I used words like <i>can’t</i> and <i>don’t</i> , I put in the apostrophe.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist Grade 3</b>	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I told the story bit by bit.			
<b>Lead</b>	The beginning of my story helps my readers know who the people are and what the setting is in my story.			
<b>Transitions</b>	I told my story in order by using phrases like <i>a little later</i> , or <i>after that</i> .			
<b>Ending</b>	I chose the action, talk or feeling that would make a good ending, and worked to write it well.			
<b>Organization</b>	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.			
	<b>Development</b>			
<b>Elaboration</b>	I worked to show what was happening to and inside my characters.			
<b>Description</b>	I didn't just tell my story, I wrote my story in ways that got readers to picture what was happening and to bring my story to life.			
	<b>Language Conventions</b>			
<b>Spelling</b>	I used what I know about spelling patterns to help me spell and edit before I wrote my final draft.  I got help from others to check my spelling and punctuation before I wrote my final draft.			
<b>Punctuation</b>	I punctuated dialogue correctly, with commas and quotation marks.  While writing, I put punctuation at the end of every sentence.  I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist</b> Grade 4	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I wrote the important part of an event, bit by bit, and took out unimportant parts.			
<b>Lead</b>	I wrote a beginning that shows what is happening and where. It gets the reader into the world of the story.			
<b>Transitions</b>	I used words and phrases to show how much time went by, with phrases that mark time, like <i>just then</i> , <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> , <i>a little later</i> (to show when a little time passed).			
<b>Ending</b>	What happens at the end of the story connects to the beginning or the middle.  I used action, dialogue, or feeling to bring my story to a close.			
<b>Organization</b>	I used paragraphs to separate the different parts or times of the story, or to show when a new person is speaking.			
	<b>Development</b>			
<b>Elaboration</b>	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.			
<b>Description</b>	I showed <i>why</i> characters do what they do by including their thinking.  I made some parts of the story go quickly, some slowly.  I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.  I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.			
	<b>Language Conventions</b>			
<b>Spelling</b>	I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.			
<b>Punctuation</b>	When writing long, complex sentences, I used commas to make them clear and correct.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist</b> Grade 5	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I wrote a story of an important moment. It reads like a story, even though it might be a true account.			
<b>Lead</b>	The beginning not only shows what is happening and where, it also gives some clues to what will later become a problem for the main character.			
<b>Transitions</b>	I used transitional phrases to show passage of time in complicated ways. I might show things happening at the same time ( <i>meanwhile, at the same time</i> ) or flashback and flash-forward ( <i>early that morning...or three hours later</i> ).			
<b>Ending</b>	I connected the ending back to the main part of the story. The character says, does or realizes something at the end which comes from what has happened in the story.  I gave the reader a sense of closure.			
<b>Organization</b>	I used paragraphs to separate different parts or times in the story and to show when a new person is speaking. Some parts of the story are longer and more developed than others. *			
	<b>Development</b>			
<b>Elaboration</b>	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.			
<b>Description</b>	I showed <i>why</i> characters do what they do by including their thinking and their responses to what happens.  I slowed down the heart of the story. I made less important parts shorter and less detailed and I blended storytelling and summary as needed.*  I included precise details and used figurative language so that readers can picture the setting, people, and the events. I used some objects or actions as symbols to bring forth my meaning.*  I varied my sentences to create the pace and tone of my narrative.			
	<b>Language Conventions</b>			
<b>Spelling</b>	I used what I know about word families and spelling rules to help me spell and edit.  I used the word wall and dictionaries when needed.			

Student Facing Checklist for Narrative Writing, Grades K-10

<b>Punctuation</b>	I used commas to set off introductory parts of sentences. ( <i>One day at the park, I went on the slide.</i> )  I also used commas to show talking directly to someone ( <i>Are you mad, Mom?</i> ).			
--------------------	--	--	--	--

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist</b> Grade 6	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I used storytelling to tell a story that has tension and resolution and realistic characters, and to convey an idea or lesson.			
<b>Lead</b>	The beginning not only sets the plot/story in motion, it also hints at the larger meaning the story will convey.			
<b>Transitions</b>	I used transitional phrases to connect what happened to why it happened ( <i>If he hadn't...he might not have..., because of..., although... or little did she know that</i> ).			
<b>Ending</b>	I wrote an ending that connects to what the story is really about.  I gave the reader a sense of closure by showing a new realization or insight or a change in the character/narrator.			
<b>Organization</b>	I used paragraphs purposefully (perhaps to show time or setting changes, new parts of the story, or to create suspense for my reader)* I created a sequence of events which is clear.			
	<b>Development</b>			
<b>Elaboration</b>	I developed realistic characters, and developed the details, action, dialogue and internal thinking that contribute to the deeper meaning of the story.			
<b>Description</b>	I developed character traits and emotions through what characters say and do. I developed some relationship between characters to show <i>why</i> they act and speak as they do. I told the internal, as well as the external story.  I chose several key parts to stretch out and several to move through more quickly.*  I wove together precise descriptions, figurative language, and symbolism to help the reader picture the setting, actions and events and to bring forth meaning.  Not only did I vary my sentences to create the pace and tone of my narrative and to engage my reader, I also used language that fits my story's meaning, (e.g. in parts that have dialogue in my story, different people use different kinds of language).*			
	<b>Language Conventions</b>			
<b>Spelling</b>	I used resources to be sure the words in my writing are spelled correctly.			
<b>Punctuation</b>	I used punctuation to help me set a mood, convey meaning and or build tension in my story.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist Grade 7</b>	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I created a narrative that has realistic characters, tension and change, and that not only conveys, but also develops an idea or lesson.			
<b>Lead</b>	The beginning not only sets the story in motion, it also grounds it in a place or situation. It includes details that will later be important to the story.			
<b>Transitions</b>	I used transitional phrases to alert my reader to the passage of time, to connect parts of the story, <i>(and suddenly, if only, meanwhile)</i>			
<b>Ending</b>	I wrote an ending that conveys change and that clarifies the meaning (develops the issue, idea, moral, or lesson)  I have the reader a sense of closure by showing clearly how the character or place has changed or the problem has been resolved.			
<b>Organization</b>	I used narrative paragraphs to clarify when time changes, when the setting changes, or for dramatic impact.  The narrative structure is mostly conventional and linear, and the sequence of events is clear.			
	<b>Development</b>			
<b>Elaboration</b>	I developed the action, dialogue, details, and inner thinking to develop the issue, idea, moral, or lesson.  I developed the central character as well as the setting and the character's relationship to the setting.			
<b>Description</b>	I developed characters' motivations and showed why characters do what they do. I developed some of the complexity and change in characters.  I used specific details to help the reader picture the place and the mood.  I stretched out parts that seemed significant to the meaning, and summarized parts that act as transitions.  I varied my language and sentence structure to match the tone and the characters.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Language Conventions</b>			
<b>Spelling</b>	I used the technological and other sources at hand to check spelling of literary and high frequency words.			
<b>Punctuation</b>	I used punctuation to help me change mood, convey meaning and/ or build tension in my story. I punctuate dialogue accurately.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist</b> Grade 8	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I not only created a narrative with characters, tension, change, and an idea/lesson, but I also made the characters complex.			
<b>Lead</b>	In establishing the situation and place, I hint at a bigger context for the story (issues that have been brewing, a time in history, one out of many points of view). When the story starts, I also hint at what will come later in the story, including not just the plot but the ideas.			
<b>Transitions</b>	I used transitional phrases to alert my reader to the passage of time, to connect parts of the story, to imply cause and effect, to raise questions ( <i>and so, thereabouts, whenever, wherever, in spite of</i> )			
<b>Ending</b>	I wrote an ending that continues to develop the meaning and that suggests a stance on the issue, idea, moral, lesson, or theme.  I gave the reader a sense of closure by showing character change or a resolution of one of the problems. Something clearly changes.			
<b>Organization</b>	I used narrative paragraphs to clarify dialogue, time change, shifts in the setting or mood, and for dramatic impact.  The narrative structure may offer shifts in time or parallel narratives and the sequence of events is carefully managed and clear.			
	<b>Development</b>			
<b>Elaboration</b>	I developed the action, dialogue, details, and inner thinking to develop the issue, idea, moral, or lesson or theme. Details clearly relate to and convey meaning.  I developed the central character as well as the setting and the character's relationship to the setting.			
<b>Description</b>	I conveyed the pressures that are felt by characters as well as their hopes and dreams. I related their actions to what they want and how they tend to behave. I developed characters that are complicated and who change.			
	I used specific details to show a place and its atmosphere and how it changes or feels to the characters.  I varied the pacing to increase tension and manage time.  I matched my language and sentence structure to the tone of parts of the story, and to different characters.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Language Conventions</b>			
<b>Spelling</b>	I used technological and other sources to check the spelling of literary, historical, geographical words.			
<b>Punctuation</b>	I used punctuation to help me change mood, convey meaning and/ or build tension in my story as well as develop dialogue and characterization. I punctuate complex dialogue accurately.			

Student Facing Checklist for Narrative Writing, Grades K-10

	<b>Narrative Checklist Grade 9/10</b>	<b>Yes!</b>	<b>Starting To</b>	<b>Not Yet</b>
	<b>Structure</b>			
<b>Overall</b>	I not only created a narrative with characters, tension, change, and an idea/lesson, and made the character complex, I also developed particular perspectives, or points of view.			
<b>Lead</b>	The beginning defines a situation, place, atmosphere, sets it within some kind of context, foreshadows the problem(s), and raises questions about issues, ideas, morals, lessons, and themes. It also introduces a particular narrative voice and point of view.			
<b>Transitions</b>	I used transitional phrases to alert my reader to the passage of time, to connect parts of the story, to imply cause and effect, to raise questions and doubts, to make allusions ( <i>as when, just as, whereby, without realizing, ever afterward</i> )			
<b>Ending</b>	I wrote an ending that develops the meaning and may act as social commentary.  I gave the reader a sense of closure by showing character change, multiple perspectives, or if problems are not resolved, there is a sense of bearing witness.			
<b>Organization</b>	I used narrative paragraphs and font changes to clarify dialogue, times change, shifts in the setting or mood, interior dialogue, and for dramatic impact.  The narrative structure may include non-linear parts, including shifts in time, parallel narratives, dream sequences, multiple perspectives - and these are clear.			
	<b>Development</b>			
<b>Elaboration</b>	I developed the action, dialogue, details, and inner thinking to develop the issue, idea, moral, lesson, or theme. Details clearly relate to and suggest meaning. They may foreshadow and hint at symbolism.  I developed minor as well as central characters as well as a sense of place.			

## Student Facing Checklist for Narrative Writing, Grades K-10

<b>Description</b>	<p>I developed characters over scenes, letting the reader get to know their tendencies and emotions, their hopes, their troubles. I showed how they respond to trouble and created characters that are complicated, changing, and compelling.</p> <p>I created a mood as well as a physical setting, and showed how the place changed, or its relationships to the characters changes.</p> <p>I varied the pace to increase tension, develop meaning, and manage time.</p> <p>I matched my language and sentence structure to the tone of parts of the story, to convey time and place, and to develop different characters.</p>			
<b>Language Conventions</b>				
<b>Spelling</b>	Spelling has been checked for accuracy, including double checking homonyms and technological mishaps.			
<b>Punctuation</b>	I control conventions and use them accurately and artfully to enhance meaning.			