Name: _____ Date: _____

Narrative Writing Checklist

	Grade 6	NOT YET	STARTING TO	YES!	Grade 7	NOT YET	STARTING TO	YES!
	Structure				**Structure**			
Overall	I wrote a story that has tension, resolution, realistic characters, and also conveys an idea, lesson, or theme.	☐	☐	☐	I created a narrative that has realistic characters, tension, and change; and that not only conveys, but also develops an idea, lesson, or theme.	☐	☐	☐
Lead	I wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.	☐	☐	☐	I wrote a beginning that not only sets the story in motion, it also grounds it in a place or situation. It included details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits.	☐	☐	☐
Transitions	I not only used transitional phrases and clauses to signal complicated changes in time, I also used them to alert my reader to changes in the setting, tone, mood, point of view, or the time in the story (such as *suddenly*, *unlike before*, *if only she had known*).	☐	☐	☐	I used transitional phrases and clauses to connect what happened to why it happened (*If he hadn't … he might not have*, *because of*, *although*, *little did she know that*).	☐	☐	☐
Ending	I wrote an ending that connected 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. I might have shown this through dialogue, action, inner thinking, or small actions the character takes.	☐	☐	☐	I gave the reader a sense of closure by showing clearly how the character or place has changed or the problem has been resolved. If there wasn't resolution, I gave details to leave the reader thinking about a central idea or theme.	☐	☐	☐
Organization	I used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for readers. I created a logical, clear sequence of events.	☐	☐	☐	I used a traditional—or slightly modified—story structure (rising action, conflict, falling action) to best bring out the meaning of my story and reach my audience.	☐	☐	☐

Narrative Writing Checklist (continued)

	Grade 6	NOT YET	STARTING TO	YES!	Grade 7	NOT YET	STARTING TO	YES!
	Development				**Development**			
Elaboration	I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.	☐	☐	☐	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.	☐	☐	☐
Craft or Language	I developed some relationship between characters to show *why* they act and speak as they do. I told the internal, as well as the external story.	☐	☐	☐	I developed contradictions and change in characters and situations.	☐	☐	☐
	I wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting and actions, and to bring forth meaning.	☐	☐	☐	I used specific details and figurative language to help the reader understand the place and the mood (such as making an object or place symbolic, using the weather, using repetition).	☐	☐	☐
	I used language that fit my story's meaning and context (for example, different characters use different kinds of language).	☐	☐	☐	I varied my tone to match the variety of emotions experienced by the characters across the story.	☐	☐	☐
	Conventions				**Conventions**			
Spelling	I used resources to be sure the words in my writing are spelled correctly.	☐	☐	☐	I used the internet and other sources at hand to check spelling of literary and high-frequency words.	☐	☐	☐
Punctuation and Sentence Structure	I used punctuation such as dashes, parentheses, colons, and semicolons to help me include extra detail and explanation in some of my sentences.	☐	☐	☐	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.	☐	☐	☐
	I used commas and quotation marks or italics or other ways to make clear when characters are speaking.	☐	☐	☐	I punctuated dialogue sections accurately.	☐	☐	☐