

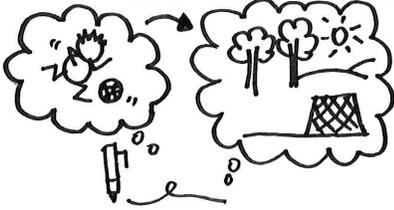
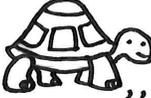
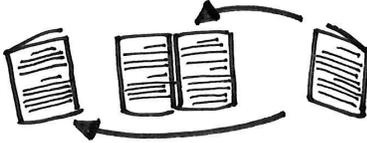
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Narrative Writing Checklist

### Grade 4

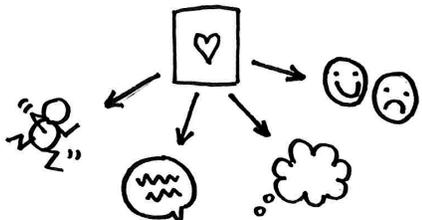
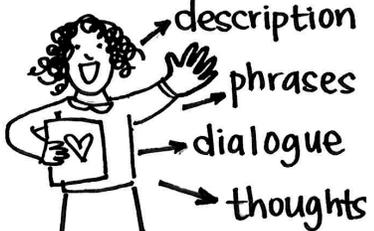
#### STRUCTURE

Overall	I wrote the important part of an event bit by bit and took out unimportant parts.				
	Did I do it like a fourth grader?	NOT YET	STARTING TO	YES!	
Lead		I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	<p>Just then, Suddenly,</p>  <p>After a while, A little later,</p> 	I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		I wrote an ending that connected to the beginning or the middle of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I used action, dialogue, or feeling to bring my story to a close.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization		I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Narrative Writing Checklist (continued)

## Grade 4

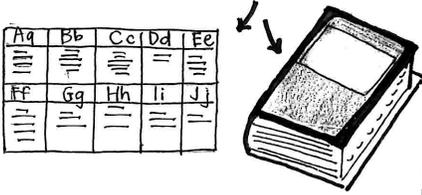
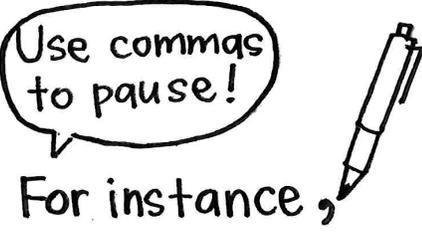
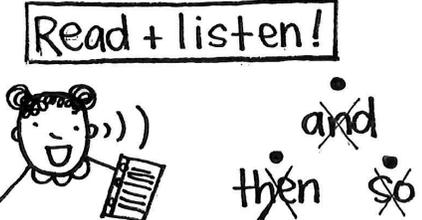
### DEVELOPMENT

	Did I do it like a fourth grader?	NOT YET	STARTING TO	YES!
Elaboration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Narrative Writing Checklist (continued)

## Grade 4

### LANGUAGE CONVENTIONS

		Did I do it like a fourth grader?	NOT YET	STARTING TO	YES!
Spelling		I used what I knew about word families and spelling rules to help me spell and edit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I used the word wall and dictionaries to help me when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation		When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I used periods to fix my run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>