

Narrative Writing Checklist

Kindergarten

STRUCTURE

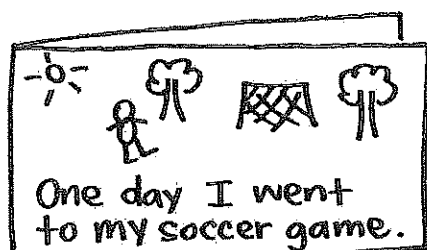
I told, drew, and wrote a whole story.

Did I do it like a Kindergartener?

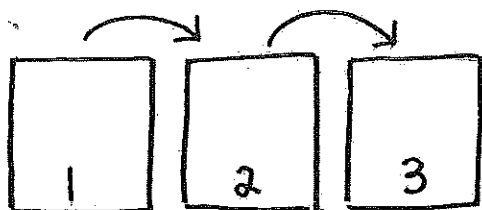
NOT
YET

STARTING
TO

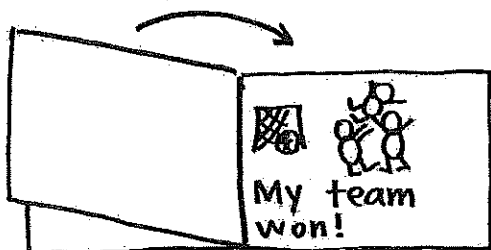
YES!



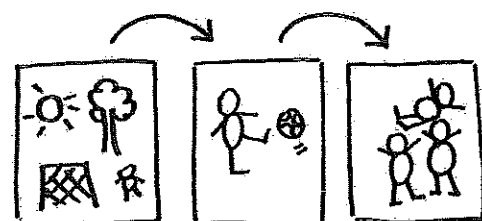
I had a page that showed what happened first.

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I put my pages in order.

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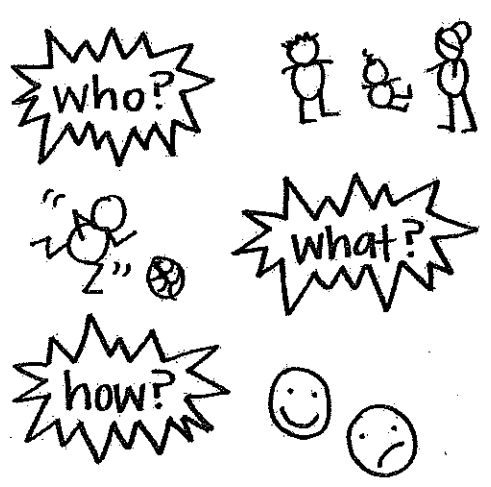

I had a page that showed what happened last in my story.

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My story had a page for the beginning, a page for the middle, and a page for the end.

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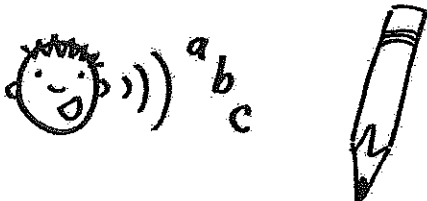
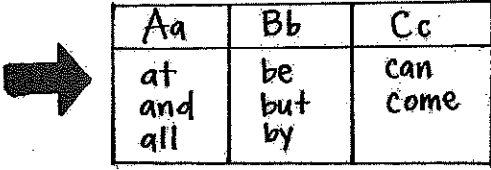


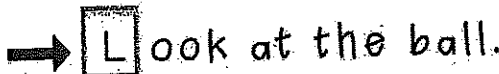
Narrative Writing Checklist (continued)

| Kindergarten | | | |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| DEVELOPMENT | | | |
| Did I do it like a Kindergartener? | NOT YET | STARTING TO | YES! |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (continued)

Kindergarten

LANGUAGE CONVENTIONS

| Did I do it like a Kindergartener? | | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | I could read my writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I wrote a letter for the sounds I heard. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I used the word wall to help me spell. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I put spaces between words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I used lowercase letters unless capitals were needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I wrote capital letters to start every sentence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name: _____ Date: _____

Narrative Writing Checklist

Grade 1

STRUCTURE

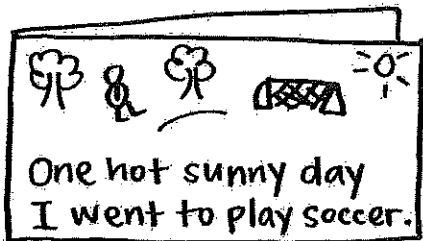
I wrote about when I did something.

Did I do it like a first grader?

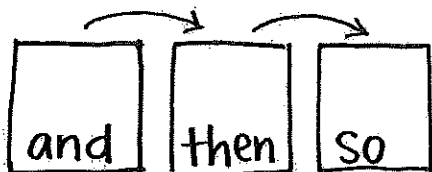
NOT
YET

STARTING
TO

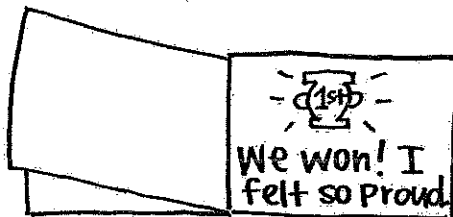
YES!



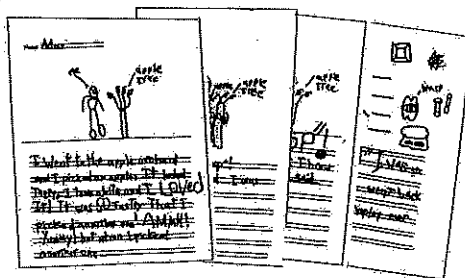
I tried to make a beginning for my story.

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I put my pages in order. I used words such as *and*, *then*, and *so*.

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I found a way to end my story.

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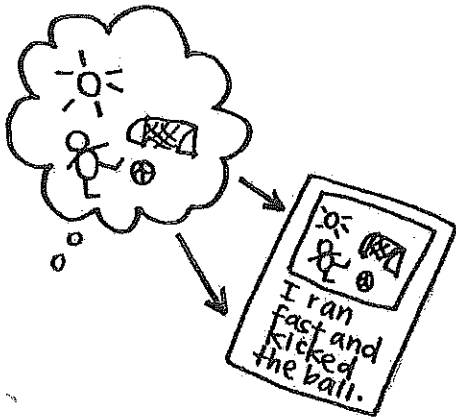
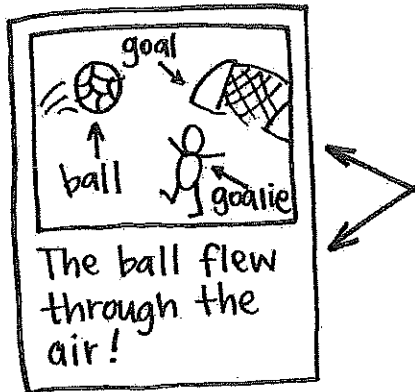
I wrote my story across three or more pages.

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Narrative Writing Checklist (continued)

Grade 1


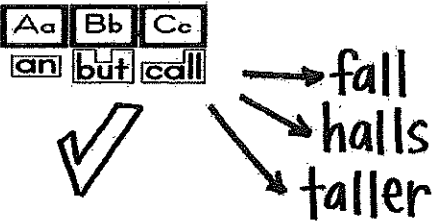

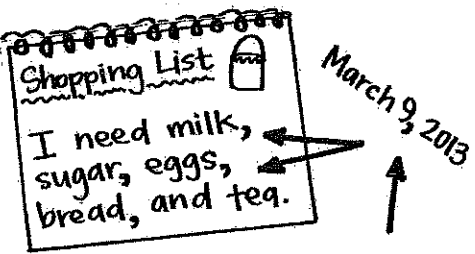
DEVELOPMENT

| Did I do it like a first grader? | | NOT YET | STARTING TO | YES! |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | <p>I put the picture from my mind onto the page. I had details in pictures and words.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <p>I used labels and words to give details.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (continued)

Grade 1

LANGUAGE CONVENTIONS

| Did I do it like a first grader? | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>End it with</p> <p>· ! ?</p> | <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

Grade 2

STRUCTURE

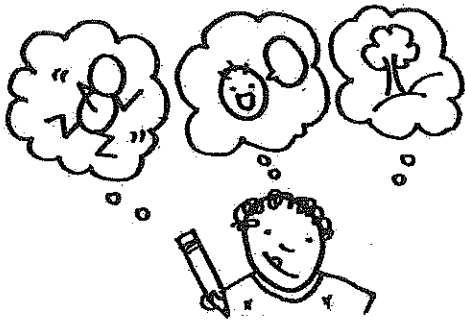
I wrote about one time when I did something.

Did I do it like a second grader?

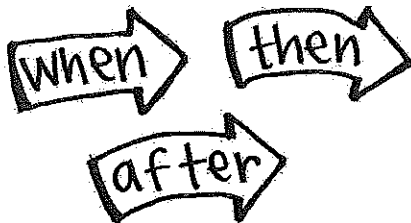
NOT
YET

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TO

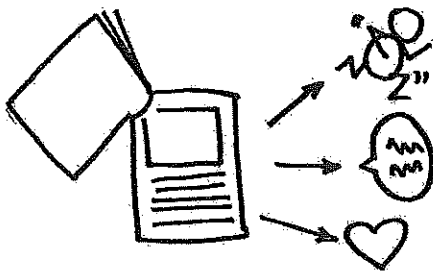
YES!



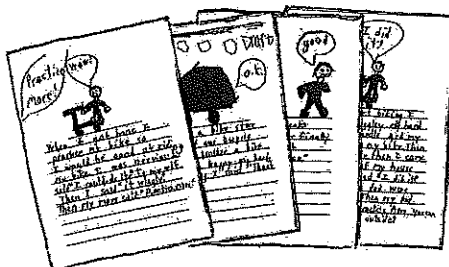
I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk, or setting that would make a good beginning.

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I told the story in order by using words such as *when*, *then*, and *after*.

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I chose the action, talk, or feeling that would make a good ending.

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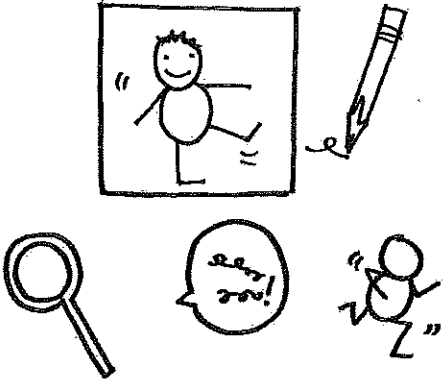

I wrote a lot of lines on a page and wrote across a lot of pages.

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Narrative Writing Checklist (*continued*)

Grade 2



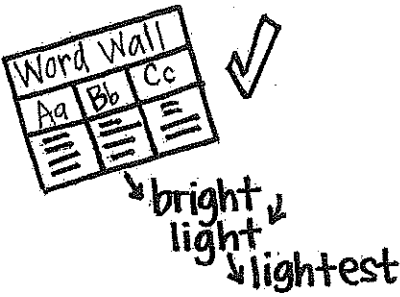
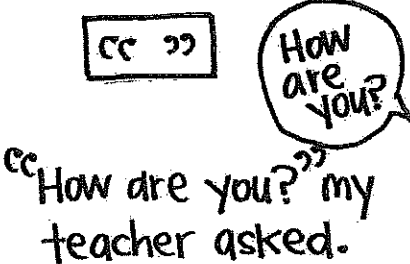
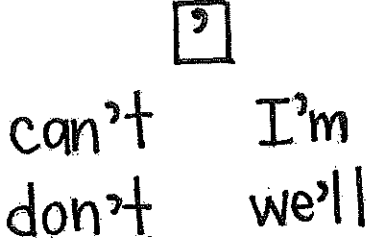
DEVELOPMENT

| Did I do it like a second grader? | NOT YET | STARTING TO | YES! | |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | <p>I tried to bring my characters to life with details, talk, and actions.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  <p>skipped ran raced walked</p> | <p>I chose strong words that would help readers picture my story.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (continued)

Grade 2

LANGUAGE CONVENTIONS

| Did I do it like a second grader? | NOT YET | STARTING TO | YES! |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|   | <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

Grade 3

STRUCTURE

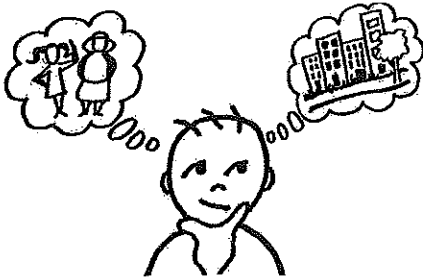
I told the story bit by bit.

Did I do it like a third grader?

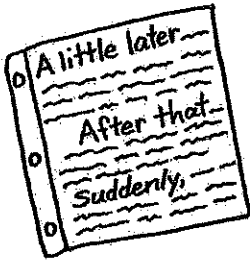
NOT
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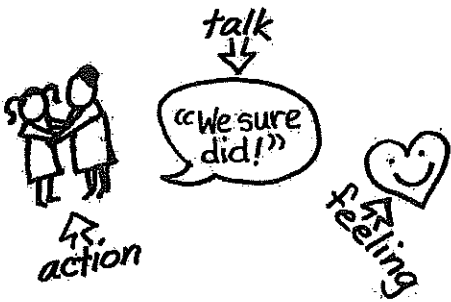
YES!



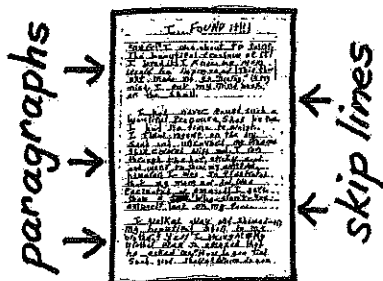
I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.

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I told my story in order using phrases such as *a little later* and *after that*.

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I chose the action, talk, or feeling that would make a good ending and worked to write it well.

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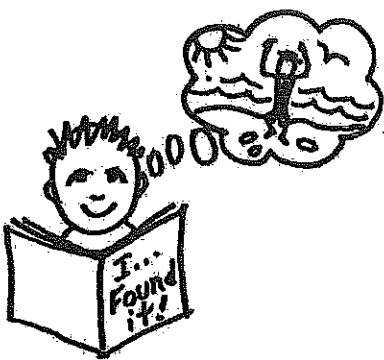
I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.

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Narrative Writing Checklist (continued)

Grade 3

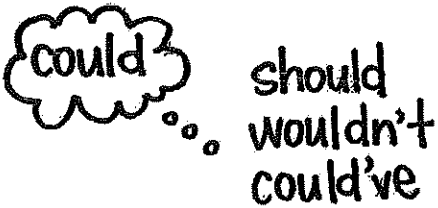
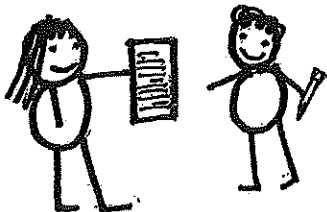
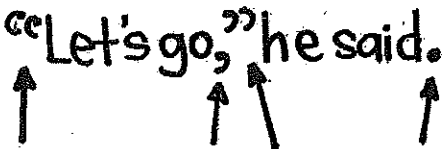
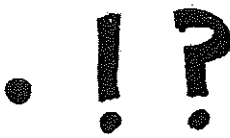
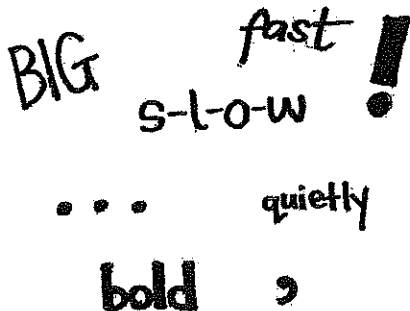
DEVELOPMENT

| Did I do it like a third grader? | | NOT YET | STARTING TO | YES! |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | I worked to show what happened to (and in) my characters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I not only told my story, but also wrote in ways that got readers to picture what was happening and that brought my story to life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (continued)

Grade 3

LANGUAGE CONVENTIONS

| Did I do it like a third grader? | | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I got help from others to check my spelling and punctuation before I wrote my final draft. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I punctuated dialogue correctly, with commas and quotation marks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | While writing, I put punctuation at the end of every sentence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I wrote in a way that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name: _____ Date: _____

Narrative Writing Checklist

Grade 4

STRUCTURE

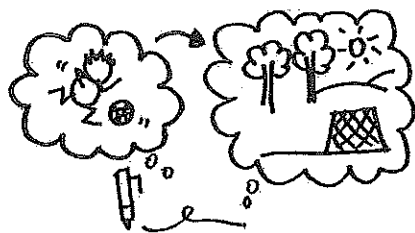
I wrote the important part of an event bit by bit and took out unimportant parts.

Did I do it like a fourth grader?

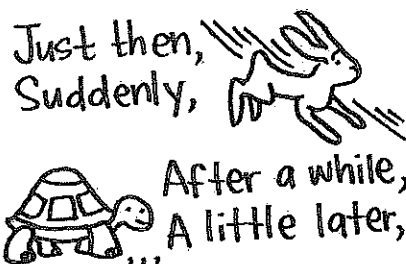
NOT
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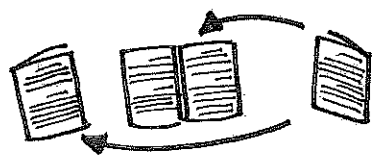
YES!



I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.

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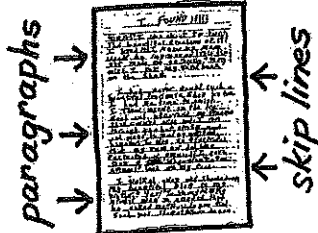
I showed how much time went by with words and phrases that mark time such as *just then* and *suddenly* (to show when things happened quickly) or *after a while* and *a little later* (to show when a little time passed).

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I wrote an ending that connected to the beginning or the middle of the story.

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I used action, dialogue, or feeling to bring my story to a close.

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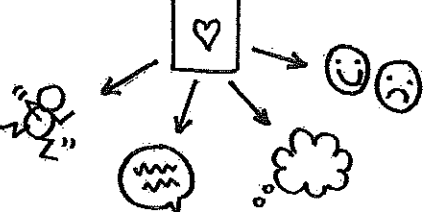


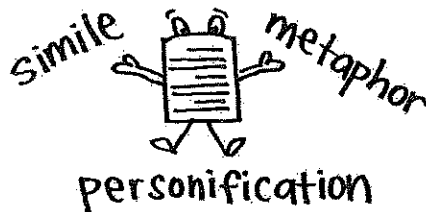

I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.

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Narrative Writing Checklist (continued)

Grade 4

DEVELOPMENT

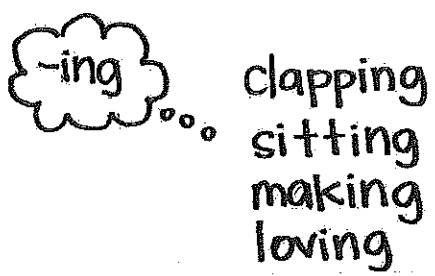
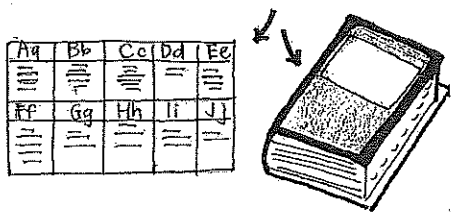
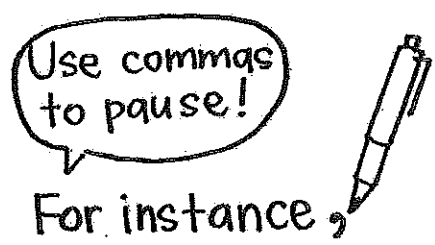
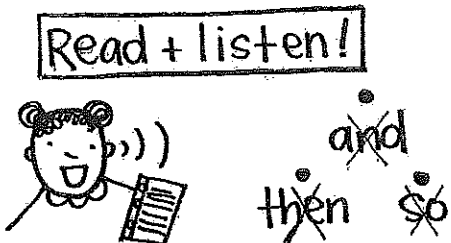
| Did I do it like a fourth grader? | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input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

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Narrative Writing Checklist (continued)

Grade 4

LANGUAGE CONVENTIONS

| Did I do it like a fourth grader? | | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|--|--------------------------|--------------------------|--------------------------|
|  | | <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

Grade 5

STRUCTURE

I wrote a story of an important moment.

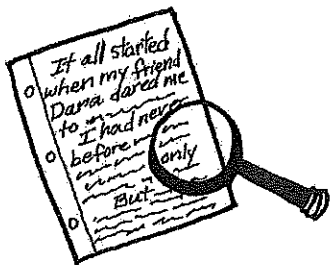
It read like a story, even though it might be a true account.

Did I do it like a fifth grader?

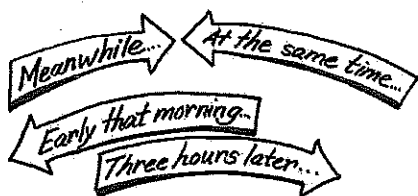
NOT
YET

STARTING
TO

YES!



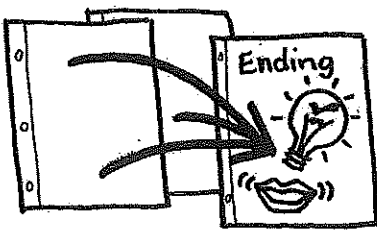

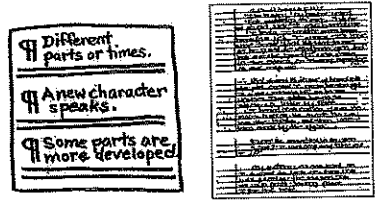
I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.

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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*).

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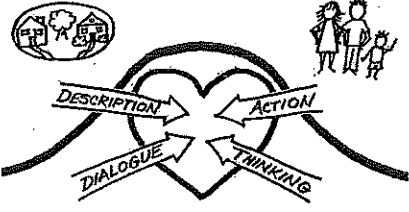


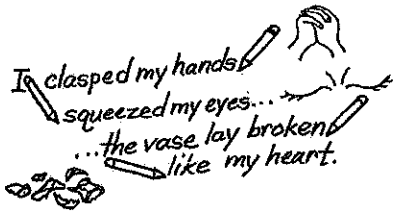
Narrative Writing Checklist (continued)

| Grade 5 | | | | |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| STRUCTURE (continued) | | NOT YET | STARTING TO | YES! |
|  | I wrote an ending 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| |  | I gave readers a sense of closure. | <input type="checkbox"/> | <input type="checkbox"/> |
| |  | I used paragraphs 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. | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (continued)

Grade 5

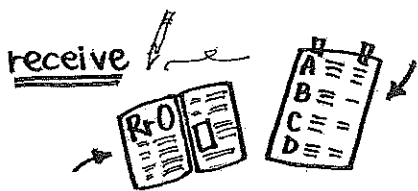
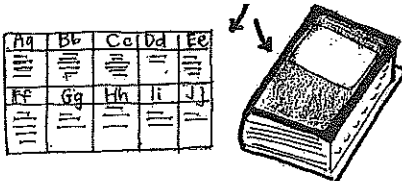
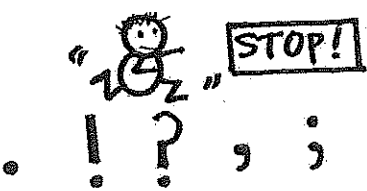

DEVELOPMENT

| Did I do it like a fifth grader? | NOT YET | STARTING TO | YES! |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | <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"/> |
| <p><u>I stopped. I looked closer.</u> <u>I gasped. Never before had</u> <u>I seen so many ladybugs in</u> <u>one place!</u></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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.</p> | | | |
| <p>I showed why characters did what they did by including their thinking and their responses to what happened.</p> | | | |
| <p>I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.</p> | | | |
| <p>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.</p> | | | |
| <p>I varied my sentences to create the pace and tone of my narrative.</p> | | | |

Narrative Writing Checklist (continued)

Grade 5

LANGUAGE CONVENTIONS

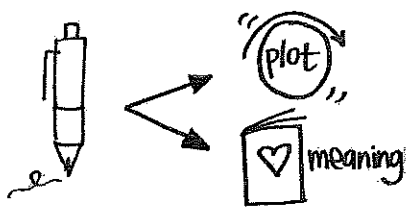
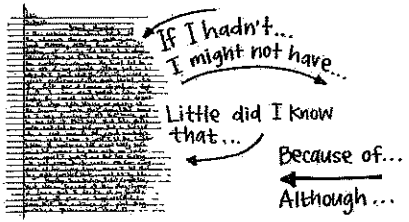


| Did I do it like a fifth grader? | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Meanwhile, ↙ Later that day, ↘ As I read on, ↙</p> | <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

Grade 6

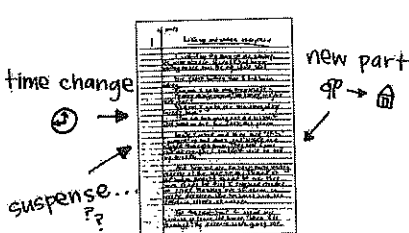
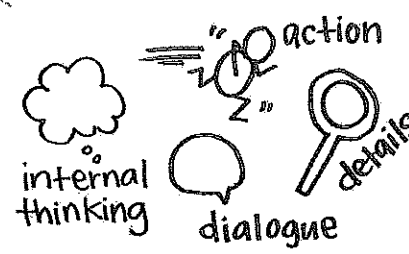

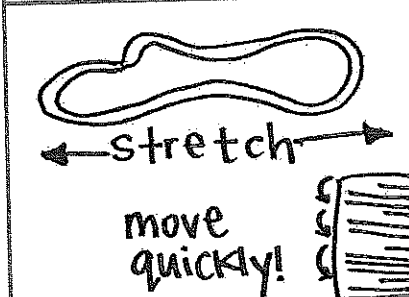
STRUCTURE

I wrote a story that had tension, resolution, and realistic characters and conveyed an idea or lesson.

| Did I do it like a sixth grader? | | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | I wrote a beginning in which I not only set the plot or story in motion, but also hinted at the larger meaning the story would convey. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I used transitional phrases to connect what happened to why it happened such as <i>if I hadn't ... I might not have ...</i> , <i>because of ...</i> , <i>although ...</i> , and <i>little did I know that ...</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I wrote an ending that connected to what the story was really about. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I gave readers a sense of closure by showing a new realization, insight, or change in a character or narrator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

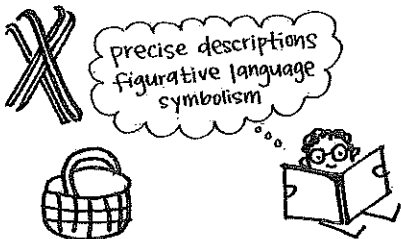
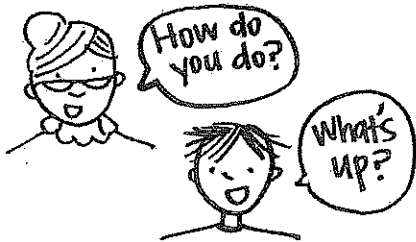
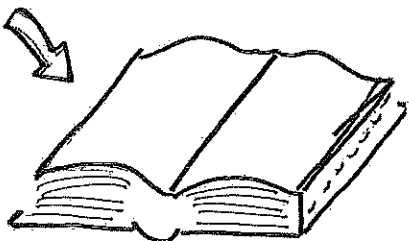
Narrative Writing Checklist (continued)

Grade 6

| STRUCTURE (continued) | | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | I used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. I created a sequence of events that was clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| DEVELOPMENT | | | | |
| Did I do it like a sixth grader? | | NOT YET | STARTING TO | YES! |
|  | I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I developed character traits and emotions through what characters said and did. I developed some relationships among characters to show why they acted and spoke as they did. I told the internal as well as external story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | I chose several key parts to stretch out and several to move through more quickly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (continued)

Grade 6

| DEVELOPMENT (continued): | | NOT YET | STARTING TO | YES! |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
|  | <p>I wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events, and to bring forth meaning.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <p>I not only varied my sentences to create the pace and tone of my narrative and to engage my readers, but also used language that fit my story's meaning, for example, in parts that had dialogue, different characters used different kinds of language.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LANGUAGE CONVENTIONS | | | | |
| Did I do it like a sixth grader? | | NOT YET | STARTING TO | YES! |
|  | <p>I used resources to be sure the words in my writing were spelled correctly.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>dash — colon :</p> <p>semi-colon ;</p> <p>((parentheses))</p> | <p>I used punctuation to help set a mood, convey meaning, and/or build tension in my story.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name: _____ Date: _____

Narrative Writing Checklist

| | Grade 7 | NOT YET | STARTING TO | YES! |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| | Structure | | | |
| Overall | I created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lead | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transitions | I used transitional phrases and clauses to connect what happened to why it happened (<i>If he hadn't . . . he might not have, because of, although, little did she know that</i>). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ending | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Development | | | |
| Elaboration | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Craft | I developed contradictions and change in characters and situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 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). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I varied my tone to match the variety of emotions experienced by the characters across the story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (cont.)

| | Grade 7 | NOT YET | STARTING TO | YES! |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| | Language Conventions | | | |
| Spelling | I used the Internet and other sources at hand to check spelling of literary and high-frequency words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Punctuation and Sentence Structure | I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I punctuated dialogue sections accurately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name: _____ Date: _____

Narrative Writing Checklist

| | Grade 8 | NOT YET | STARTING TO | YES! |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| | Structure | | | |
| Overall | I not only created a narrative with well-developed characters who change, I used the story to comment on a social issue, teach a lesson, and/or develop a point of view. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lead | In establishing the situation and place, I hinted at a bigger context for the story (revealing issues that have been brewing, showing how the setting affects the character, contextualizing a time in history, and/or developing one out of many points of view). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transitions | I used transitional phrases and clauses, grammatical structures (for example, paragraphing, descriptive phrases, and clauses) and text structures (such as chapter divisions and extended italics) to alert my reader to changes in the setting, the mood, the point of view, or the time in the story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ending | I gave the reader a sense of closure by revealing character change(s) that followed from events in the story, or perhaps a resolution. If there wasn't resolution, I wrote to convey how the events of the story affected the characters, and to circle back to a central idea, issue, or theme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization | I modified a traditional story structure, dealing with time in purposeful ways, to best suit my genre, bring out the meaning of my story, and reach my audience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Development | | | |
| Elaboration | I developed complicated story elements; I may have contrasted the character's thinking with his or her actions or dialogue. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | My details conveyed meaning and related to or developed a lesson or theme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (cont.)

| | Grade 8 | NOT YET | STARTING TO | YES! |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| | Development (cont.) | | | |
| Craft | I conveyed the pressures characters feel and the dreams they hold. I related those to their actions. I developed complicated characters who change and/or who change others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I created a mood as well as a physical setting, and showed how the place changed, or its relationships to the characters changed. I used symbolism to connect with a theme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I varied my tone to bring out different perspectives within the story, or to show a gap between the narrator's point of view and that of other characters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Language Conventions | | | |
| Spelling | I used the Internet and other sources to check the spelling of literary, historical, and geographical words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Punctuation and Sentence Structure | I used different sentence structures to achieve different purposes throughout my piece. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I used verb tenses that shift when needed (such as when moving from a flashback back into the present tense of the story), deciding between active and passive voice where appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |