Name: _____   Date: _____

Narrative Writing Checklist

	Grade 8	NOT YET	STARTING TO	YES!	Grade 9	NOT YET	STARTING TO	YES!
	Structure				**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.	☐	☐	☐	I created a narrative with well-developed characters whose interactions build tension and change over time. I used that story to comment on a social issue, teach a lesson, and/or develop a particular point of view.	☐	☐	☐
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).	☐	☐	☐	I wrote a beginning establishing a situation, place, and/or atmosphere; foreshadowing the problem(s); and hinting at questions, issues, ideas, or themes. I introduced a particular narrative voice and point of view.	☐	☐	☐
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.	☐	☐	☐	I used transitional phrases and clauses, grammatical structures to demonstrate the passage of time, to connect parts of the story, to imply cause and effect, to raise questions, and/or to make allusions (*long before*, *as when*, *just as*, *without realizing*, *ever afterward*).	☐	☐	☐
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.	☐	☐	☐	I gave the reader a sense of closure by returning to a theme, and/or revealing how characters change or make a change. If there wasn't resolution, I made a connection to a larger issue or mood that added to the meaning of the whole story or suggested social commentary.	☐	☐	☐
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.	☐	☐	☐	I used or adapted story structures and literary traditions (quest structure, coming of age story, cautionary tale, and so on) to fit the story, meaning, genre, and audience. I dealt with time purposefully (such as introduction multiple plot lines, flash-forwards, or flashbacks).	☐	☐	☐

Narrative Writing Checklist (continued)

	Grade 8	NOT YET	STARTING TO	YES!	Grade 9	NOT YET	STARTING TO	YES!
	Development				**Development**			
Elaboration	I developed complicated story elements; I may have contrasted the character's thinking with his or her actions or dialogue.	☐	☐	☐	I developed complicated story elements through key details—using them to add to tension or meaning.	☐	☐	☐
	I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.	☐	☐	☐	I showed character flaws, strengths, and aspects that make them unique or worthy of being written about.	☐	☐	☐
	My details conveyed meaning and related to or developed a lesson or theme.	☐	☐	☐	I used details to convey meaning or develop a lesson or theme.	☐	☐	☐
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.	☐	☐	☐	I developed characters across scenes, offering insight into their troubles, hopes, relationships, and giving clues about how they change.	☐	☐	☐
	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.	☐	☐	☐	I used setting to create mood and add to meaning.	☐	☐	☐
	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.	☐	☐	☐	I used symbolism or metaphor for subtle as well as obvious connections to a theme.	☐	☐	☐
					I varied the pace and tone to develop tension and/or develop different perspectives across the text.	☐	☐	☐

Narrative Writing Checklist (continued)

	Grade 8	NOT YET	STARTING TO	YES!	Grade 9	NOT YET	STARTING TO	YES!
	Conventions				**Language Conventions**			
Spelling	I used the internet and other sources to check the spelling of literary, historical, and geographical words.	☐	☐	☐	I checked my spelling for accuracy, double-checking for misused homonyms and technological-created mispellings.	☐	☐	☐
Punctuation and Sentence Structure	I used different sentence structures to achieve different purposes throughout my piece.	☐	☐	☐	I was accurate and purposeful with conventions, using them to enhance the pace and tone of the text. If I broke conventions, it was purposefully (for example, using fragments or dialect) when appropriate to the genre and purpose.	☐	☐	☐
	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.	☐	☐	☐				