

Name: _____ Date: _____

Narrative Writing Checklist

	Grade 9	NOT YET	STARTING TO	YES!
	Structure			
Overall	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	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 (<i>long before, as when, just as, without realizing, ever afterward</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I developed complicated story elements through key details—using them to add to tension or meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I showed character flaws, strengths, and aspects that make them unique or worthy of being written about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used details to convey meaning or develop a lesson or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I developed characters across scenes, offering insight into their troubles, hopes, relationships, and giving clues about how they change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used setting to create mood and add to meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used symbolism or metaphor for subtle as well as obvious connections to a theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied the pace and tone to develop tension and/or develop different perspectives across the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I checked my spelling for accuracy, double-checking for misused homonyms and technological-created misspellings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>