

**NARRATIVE WRITING CHECKLIST
FIFTH GRADE**



Standard: Georgia Performance Standard: English/Language Arts 5th Grade, Writing 2 (GPS ELA5W2)

Criteria/Performance Indicators	Introducing	Practicing	Achieving
Engages the reader			
• Establishes a context, (setting and circumstances)			
• Creates a point of view			
• Develops reader interest			
Establishes a story and develops plot			
• Establishes story structure			
s Beginning, middle, end			
s Setting			
s Conflict			
• Uses authentic dialogue			
• Develops tension			
• Creates suspense			
• Creates logical sequence of events			
• Uses transitions to link all elements in the story			
• Eliminates unimportant information/events			
• Creates complex characters			
s Describes the character			
s Uses dialogue: What does the character say?/What do others say about the character?			
s Describes action: What does the character do?			
s Establishes protagonist/antagonist			

Criteria/Performance Indicators	Introducing	Practicing	Achieving
• Develops complex characters			
s Actions			
s Description			
s Motivation			
s Conversation			

• Uses chronological order			
• Uses cause and effect			
• Uses similarity and difference			
• Uses posing and answering a question			
Uses sensory language			
• Uses descriptive language			
s Strong nouns			
s Vivid verbs			
s Descriptive adjectives			
• Uses figurative language			
s Similes			
s Metaphors			
s Personification			
s Hyperbole			
• Includes concrete language			
s Uses action verbs			
s Uses appropriate nouns, pronouns, and descriptions			
Utilizes appropriate narrative strategies			
• Uses flashbacks			
• Uses foreshadowing			
• Establishes tension			
• Interjects suspense			
• Uses dialogue			

Criteria/Performance Indicators	Introducing	Practicing	Achieving
• Provides a sense of closure to writing			
• Provides resolution of conflict (explanation at the end)			
• Builds the story to a climax			
• Develops a resolution (explanation at the end)			
• Answers key questions			
Uses appropriate strategies to lift the level of language			
• Awareness of the registers of language (formal and informal)			
• Practice in using strong, precise nouns and verbs			
• Use of the thesaurus to identify “just right” words, synonyms			
• Use peer editing to identify repetitive words/structures			

Conventions			
<ul style="list-style-type: none"> • Uses a variety of sentence structures 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> s Kinds of sentences (declarative, interrogative, imperative, exclamatory, functional fragment) 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> s Order (varied sentence beginnings and endings) 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> s Complexity 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> · Simple 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> · Compound 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> · Complex 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> · Compound/complex 			
<ul style="list-style-type: none"> • Expands/reduces sentences (e.g., adding or deleting modifiers, combining/revising sentences) 			
<ul style="list-style-type: none"> • Correct usage in a variety of contexts: subject-verb agreement, word forms (nouns, verbs, adjectives, adverbs) and pronoun-antecedent agreement 			

Criteria/Performance Indicators	Introducing	Practicing	Achieving
<ul style="list-style-type: none"> • Incorporates use of correct mechanics 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> s Commas (in compound sentences) 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> s Apostrophes 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> s Quotation marks 			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> s Paragraph indentions 			
<ul style="list-style-type: none"> • Eliminates fragments and run-ons 			
<ul style="list-style-type: none"> • Revises sentences by correcting homophones (e.g. there/their/they're, to/too/two, its/it's) 			