

Narrative Writing Checklist Grade 4
North Smithfield School Department

Student _____ Date _____

Writing Process

- With guidance and support I strengthened my writing as needed by:
 - planning/prewriting
 - revising/drafting
 - editing/revising

Purpose: Narrative

- I oriented the reader by establishing a situation. (Did I set the scene for my reader?)
- I introduced a narrator and/or characters.
- I organized an event sequence that unfolds naturally.
 - introduction paragraph
 - supporting paragraph(s)
 - conclusion paragraph
- I used dialogue and description to develop experiences and events or I showed the responses of characters to situations
- I used a variety of transitional words and phrases to manage the sequence of events, e.g.
 - meanwhile
 - afterwards
 - next, then
 - first, second, third
- I used descriptive/concrete words and phrases
- I used sensory details to convey experience and events precisely, e.g.
 - feel
 - see
 - hear
 - smell
 - taste
- I provided a conclusion that includes what you learned from this experience.

Language

- I showed an understanding of:
 - spelling
 - usage
 - capitalization
 - punctuation
 - paragraphing
- This is my very best writing.
- I read my writing aloud to listen for any errors.

Student Sample: Grade 4, Narrative

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: “One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens.”

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn’t even stop when we reached Main Street!

“Don’t you guys have somewhere to be?” I quizzed the cats.

“Meeeeeeooooow!” the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats’ walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building . . . SLAM! WHACK! “Meeyow!” The door closed and every single cat flew and hit the door.

Whew! Glad that’s over! I thought.

I walked upstairs and took my seat in the classroom.

“Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeaaase?” Zane whined.

“Oh, sure! We could all use some fresh air right now during class!” Mrs. Miller thoughtfully responded.

“Noooooooo!” I screamed.

When the teacher opened the windows, the cats pounced into the building.

“It’s a cat attack!” Meisha screamed

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

“Awww! Look at all the fuzzy kitties! They’re sooo cute! Mrs. Miller, can I pet them?” Cade asked, adorably.

“Why not! Pet whichever one you want!” she answered.

“Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?” he asked the cats. None of them answered. They were all staring at me.

“Uh, hi?” I stammered.

Rrrriiinnng! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

“Hey! Look over there!” Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane’s cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn’t I think of this before? I notioned.

“Hey Cade! Catch!”

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

“I’m in heaven!” he shrieked.

Annotation

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator and characters.**
 - *One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.*
- **organizes an event sequence that unfolds naturally.**
 - The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator’s shoes; the cats move toward him; he is delighted.
 - *. . . Tigger and Max were following me to school. Other cats joined in as well. . . . When I reached the school building . . . SLAM! WHACK! “Meeyow!” The door closed and every single cat flew and hit the door.*
- **uses dialogue and description to develop experiences and events or show the responses of characters to situations.**
 - *I felt like a rollercoaster zooming past the crowded line that was waiting for their turn . . .*
 - *Whew! Glad that’s over! I thought.*
 - *“Awww! Look at all the fuzzy kitties! They’re sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.*
- **uses a variety of transitional words and phrases to manage the sequence of events.**
 - *When I started out the door . . . As I walked on . . . When I reached the school building . . .*
- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**
 - *The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.*
 - *“Awww! Look at all the fuzzy kitties! They’re sooo cute! . . .*
- **provides a conclusion that follows from the narrated experiences or events.**
 - The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.
- **demonstrates exemplary command of the conventions of standard written English.**