

Narrative Writing Checklist Grade 1
North Smithfield School Department

Student _____ Date _____

Writing Process

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

Purpose: Narrative

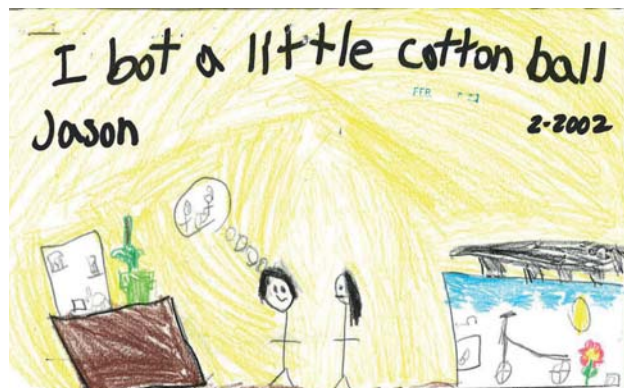
- I wrote a story with three events (beginning, middle, end).
- I wrote my events in order using sequencing words.
 - first
 - next
 - last
- I added details about each event.
- I provided a concluding statement.

Language

- I showed an understanding of:
 - spelling
 - capitalization (names, dates, first letters of sentences)
 - punctuation (., ?, !)
 - commas (for dates and lists)
- This is my very best writing.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.



I bot a little cotton ball
Jason
2-2002

I went to biye a hamster
I was so excited I woted to run
All the waye there but I did't
wont to get run over I got a
Very nerves hamster but we
bot her then at nite when my
Dad come home he sedi was is that
Noys it is my hamster I sedi my
mom sedi probly the pep to bot
this hamster was probly men to
her I did't wont to ratern her
Becaus she was so soft and cuddley
She felt lik with the cotton ball

Annotation

The writer of this piece

- **establishes the situation with the opening sentence.**
 - *I went to biye (buy) a hamster . . .*
- **recounts two or more appropriately sequenced events.**
 - *I got a. Very nerves (nervous) hamster . . . then at nite (night) when my. Dad came home*
- **includes some detail regarding what happened.**
 - *I was so excited I woted (wanted) to run. All the waye (way) there . . .*
- **uses temporal words to signal event order (though the writer does not consistently include them).**
 - *then at nite (night) when my. Dad came home he sedi (said) was (what) is that. Noys (noise) . . .*
- **provides some sense of closure.**
 - *I Did't (didn't) wont (want) to ratern (return) her. Becaus she was so soft and cuddley (cuddly). She felt lik (like) a little cotton ball.*

- **demonstrates growing command of the conventions of standard written English.**
 - There is some evidence in this piece that the writer understands various uses of capital letters: frequently sentences begin with a capital letter, and the pronoun I is consistently capitalized. (However, with the exception of the pronoun I, there are no capital letters in the title.) Periods end some sentences but not all and are sometimes introduced in unconventional places.