

Name: _____

Date: _____

Narrative Writing Self-Assessment Checklist

Grade 8				
I write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		3 Meets	2 Approaching	1 Not Yet
Introduction (W.8.3a)	I wrote a beginning that engages and orients readers by establishing a context and point of view to set the story in motion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I introduced and told about the narrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I introduced the characters and described them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization (W.8.3a)	I wrote my story with actions and an event sequence that unfolds naturally and logically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used paragraphs purposefully to show time or setting changes, new parts of the story, or to create suspense for readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaboration (W.8.3b)	I wrote my story in such a way that readers could picture the actions, thoughts, and feelings of my characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used narrative techniques, such as dialogue, pacing, and description to develop experiences, events and characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(W.8.3d)	I included precise words and phrases, relevant descriptive details and sensory language to capture action and convey experiences and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions (W.8.3c)	I used a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion (W.8.3e)	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. I gave the readers a sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Focus	My whole piece stays focused on my task or prompt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar Usage (L.8.1)	I used strong words, phrases, and clauses correctly to bring my writing to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used complete sentences. I varied my sentences to make my writing interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation (L.8.2)	Before I wrote my final draft I checked to make sure I used punctuation correctly (capitalization, commas, quotations, parentheses, ellipses, dashes, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling (L.8.2)	Before I wrote my final draft I checked to make sure all my words were spelled correctly or I consulted references to help me spell words I wasn't sure about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Design inspired by the work of Lucy Calkins' Units of Study.