

Appendix A

revise

A	Add words or sentences
R	Remove unneeded words or sentences.
M	Move sentences or words around.
S	Substitute words or sentences for others.

- ☐ I described the setting, using specific details to show when & where the story took place.
- ☐ I introduced the main characters and used vivid words to describe them.
- ☐ I used dialogue in my story and showed the responses of characters.
- ☐ I used 'show don't tell' to reveal my character's feelings and reactions.
- ☐ I slowed down the action at important moments in the story.
- ☐ I used transition words to show when I was moving onto the next event.
- ☐ I used adjectives and adverbs to add detail to my story.
- ☐ I used sensory details in my story.
- ☐ I had a clear ending to the story.

Narrative Text

revise & edit

edit

C	Capitalize – names, places, titles, months
U	Usage – match nouns and verbs correctly
P	Punctuation ., ? ! " "
S	Spelling – check all your words

- ☐ I used capital letters at the start of every sentence.
- ☐ I have punctuation at the end of all my sentences.
- ☐ My sentences start with different words and phrases
- ☐ I used the same verb tense throughout.

peer
assessment

writing
focus

STORY STARTERS

Start with dialogue – "Do you smell something?" Sam whispered.
Describe the setting – I sat cradled in the branches of the large oak tree at the back of my house.
Begin with an action scene – Crash! I watched in horror as the antique plate broke into a million pieces.
Ask a question – Why does trouble always seem to follow me around?
Meet the character – There is no one in the world who hates homework more than Eric.
Share a secret – Nobody knew that behind her smile Emily was hiding a secret.
Appeal to the senses – Tick Tock, I listened to the clock as I counted down the minutes to recess.

Narrative Text

writing mat

DIALOGUE

Rule #1: Use quotation marks to indicate the words that are spoken by the characters.
"Help me!" exclaimed the little girl.

Rule #2: Always begin a new paragraph when the speaker changes.
"I am coming home," Sue announced.
"I am really tired and can't work anymore."
"Okay, I think you should do that," her husband agreed.


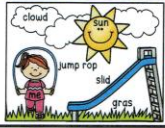

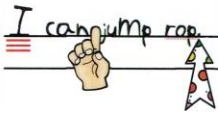
Rule #3: Make sure the reader knows who is doing the talking.

Rule #4: Use correct punctuation marks and capitalization.
"May I buy a new pair of shoes?" Lauren asked her mom.

Note that the quotation marks are outside the end punctuation of the quote, the rest of the sentence has its own end punctuation.

If the quote is not a question or exclamation, use a comma and not a period before the second quotation marks.
"I bought a new jacket yesterday," Tammy said.

Narrative Checklist

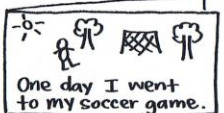




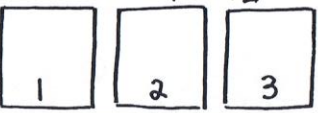


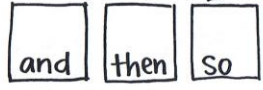











Detailed picture with character and setting.		<input type="checkbox"/> yes <input type="checkbox"/> no
Labels in pictures.		<input type="checkbox"/> yes <input type="checkbox"/> no
Sight words are spelled correctly.	Aa Bb Cc Dd a be can do and but	<input type="checkbox"/> yes <input type="checkbox"/> no
Sounds out words.	 sun	<input type="checkbox"/> yes <input type="checkbox"/> no
Writes a simple sentence.	<u>I can jump rope.</u>	<input type="checkbox"/> yes <input type="checkbox"/> no
Uses finger spaces between words. Provides capital letter and correct punctuation.	<u>I can jump rope.</u> 	<input type="checkbox"/> yes <input type="checkbox"/> no

or inf.

full
step

NARRATIVE WRITING CHECKLIST















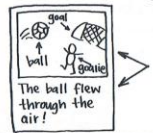

I told, drew, and wrote a whole story about a time when I did something.

<p>I had a page that showed what happened first.</p> 			<p>I tried to make a beginning for my story</p> 	
<p>I put my pages in order.</p> 			<p>I put my pages in order. I used words such as and, then, and so.</p> 	
<p>I had a page that showed what happened last in my story.</p> 			<p>I found a way to end my story</p> 	
<p>I had a page for the beginning, a page for the middle, and a page for the end.</p> 			<p>I wrote my story across three or more pages.</p> 	

TPT | GROWING GOODNESS

NARRATIVE WRITING CHECKLIST






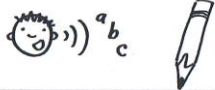




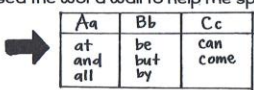


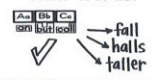












Page 2

<p>I told about who was there.</p> 			<p>I put the picture from my mind onto the page. I had details in pictures and words.</p> 	
<p>I told about what happened.</p> 				
<p>I showed how characters felt.</p> 				
<p>I drew and wrote some details about what happened.</p> 			<p>I used labels and words to give details.</p> 	

TPT | GROWING GOODNESS

WRITING CONVENTIONS CHECKLIST

Spelling and Punctuation

<p>I could read my writing.</p> 	 	<p>I used all I knew about words and chunks of words to help me spell.</p> 	
<p>I wrote a letter for the sounds I heard.</p> 	 	<p>I spelled all the word wall words right.</p> 	
<p>I used the word wall to help me spell.</p> 	 	<p>I used the word wall to help me spell other words.</p> 	
<p>I put spaces between words.</p> 	 	<p>I ended sentences with punctuation.</p> <p>End it with</p> <p>. ! ?</p>	
<p>I used lowercase letters unless capitals were needed.</p> <p>tHE → the</p>	 	<p>I used a capital letter for names.</p> <p>Mercy Watson</p>	
<p>I wrote capital letters to start every sentence.</p> <p>→ Look at the ball.</p>	 	<p>I used commas in dates and lists</p> 	

NARRATIVE REVISING AND EDITING

Checklist



Author's Name: _____ Peer Editor's Name: _____

If you mark "no" for something on the checklist, go back and fix it. After you have answered all the questions and have fixed your paper, let a peer read your paper. Give them your checklist. Have your peer mark "yes" or "no" for each question on the checklist. Fix the items that your peer marked "no". When you have completed these steps, you will be ready to write your final draft.

Revising:	Author		Peer	
	Yes	No	Yes	No
Did I read my paper out loud?				
Do I hook my reader with an interesting beginning?				
Did I introduce and describe my characters with really descriptive details?				
Did I use sensory details to describe the setting?				
Are the story events in the proper order?				
Do my characters have a clear problem to solve?				
Is the solution interesting and/or surprising?				
Does my story ending have plenty of details?				
Did I use descriptive words? (underline them in green)				
Does each sentence start with a different word?				
Do I have an example of figurative language?				
Do most of my sentences "show" instead of "tell"?				
Do I have 5 distinct paragraphs?				
Does each paragraph have 5-7 sentences?				
Does each part of my story make sense? Is it clear what is happening?				
Do my sentences flow well together?				

Editing:	Author		Peer	
	Yes	No	Yes	No
Does each sentence begin with a capital letter?				
Does each sentence end with a punctuation mark?				
Do I have quotation marks around each piece of dialogue?				
Did I capitalize all proper nouns? (names of people, places, things)				
Do I have commas in the right places?				
Did I look carefully at each word to check spelling? (circle misspelled words)				
Is my handwriting neat?				

Peer feedback and advice on anything that was marked with a "no"

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.