

Rubrics & Checklists

fulfilling

Common Core Standards

for

**Fifth Grade**

**Narrative Writing**

- Self-evaluation that's easy to use and comprehend
- Scoring that's based on Common Core expectations
- Checklists that lead students through the entire writing process

presented by  
[allwritewithme.com](http://allwritewithme.com)

# Planning Checklist

- \_\_\_\_\_ I planned or imagined at least two different scenes or events.
- \_\_\_\_\_ I can describe the narrator and/or characters.
- \_\_\_\_\_ I planned an opening scene that will show readers what's going on.
- \_\_\_\_\_ My opening scene introduces readers to my narrator and/or characters.
- \_\_\_\_\_ My readers will relate to and be interested in the situation and the events I've planned to include.
- \_\_\_\_\_ I know how my characters will talk and what they will say to each other.
- \_\_\_\_\_ I imagined details and descriptions of my settings.
- \_\_\_\_\_ I imagined details and descriptions of my events.
- \_\_\_\_\_ I planned my characters' responses to the situations and events.
- \_\_\_\_\_ I know how I will show my characters' responses.
- \_\_\_\_\_ I thought of sensory details I can add.
- \_\_\_\_\_ I know how my story or narrative will end.
- \_\_\_\_\_ I spent enough time planning this narrative or story.

# Check Your Beginning

1. Open your paper on your computer.
2. Highlight your opening scene in yellow.
3. Bold the names and descriptions of the characters in your opening scene.
4. Italicize descriptions of sounds, smells, or textures in your opening scene.
5. Select "File." Select "Save as."
6. In the File Name Box, add the word "Beginning" at the end of your file name.
7. Select "Save."
8. Look at your highlighting, and bolded and italicized words to figure your score.

I introduced my characters and/or narrator!	→	1 point
Readers will understand what's happening in my opening scene!!	→	2 points
I described sounds, smells, or textures in my opening scene!!!	→	3 points
Readers will be interested in the situation and characters I've set up!!!!	→	4 points
		_____
	Total Points	_____

# Check Your Middle

1. Open your paper on your computer.
2. Highlight each event with a different color.
3. Bold areas that show what your characters are dealing with.
4. Select "File." Select "Save as."
5. In the File Name Box, add the word "Middle" at the end of your file name.
6. Select "Save."
7. Look at your highlighting and bolded areas to figure your score.

My events occur in a natural way!	→	1 point
The events will make readers understand what my characters are dealing with!!	→	2 points
I paced my events to build suspense and concern in my readers!!!	→	3 points
My events are logical for the type of story I told!!!!	→	4 points
		_____
	Total Points	_____

# Check Your Arrangement

1. Open your paper on your computer.
2. Highlight words or phrases that indicate time or changes in time in yellow.
3. Highlight words or phrases that indicate setting or changes in setting in green.
4. Select "File." Select "Save as."
5. In the File Name Box, add the word "Arrangement" at the end of your file name.
6. Select "Save."
7. Look at your highlighting to figure your score.

I told readers when events were occurring! → 1 point

I told readers the order of events and/or how much time occurred between!! → 2 points

I used clauses when telling readers about the order of events!!! → 3 points

I told or showed readers when the setting changed!!!! → 4 points

Total Points \_\_\_\_\_

# Check Your Characters

1. Open your paper on your computer.
2. Highlight characters' responses in yellow.
3. Highlight words and phrases that describe your characters in green.
4. Select "File." Select "Save as."
5. In the File Name Box, add the word "Characters" at the end of your file name.
6. Select "Save."
7. Look at your highlighting to figure your score.

I showed my characters' responses to events!!

2 points

I used specific words and/or sensory details to describe my characters!!!

3 points

My readers will understand my characters based on the descriptions and details I provided!!!!

4 points

Total Points

# Check Your Details and Descriptions

1. Open your paper on your computer.
2. Highlight dialogue and descriptions of places, things, and characters in blue.
3. Bold specific, concrete nouns and sensory details.
4. Select "File." Select "Save as."
5. In the File Name Box, add the word "Details" at the end of your file name.
6. Select "Save."
7. Look at your highlighting and bolded words to figure your score.

I included dialogue and/or descriptions of places, things, or characters!	→	1 point
I used specific, concrete nouns and sensory details!!	→	2 points
I used details and descriptions to pace my events and build suspense and interest!!!	→	3 points
My details are specific and important to my story!!!!	→	4 points
		_____
	Total Points	_____

# Check Your Ending

1. Open your paper on your computer.
2. Highlight your ending in blue.
3. Select "File." Select "Save as."
4. In the File Name Box, add the word "Ending" at the end of your file name.
5. Select "Save."
6. Look at your highlighting to figure your score.

Readers will be able to tell  
my story has ended!!



2 points

My ending makes sense  
for the story I told!!!



3 points

\_\_\_\_\_

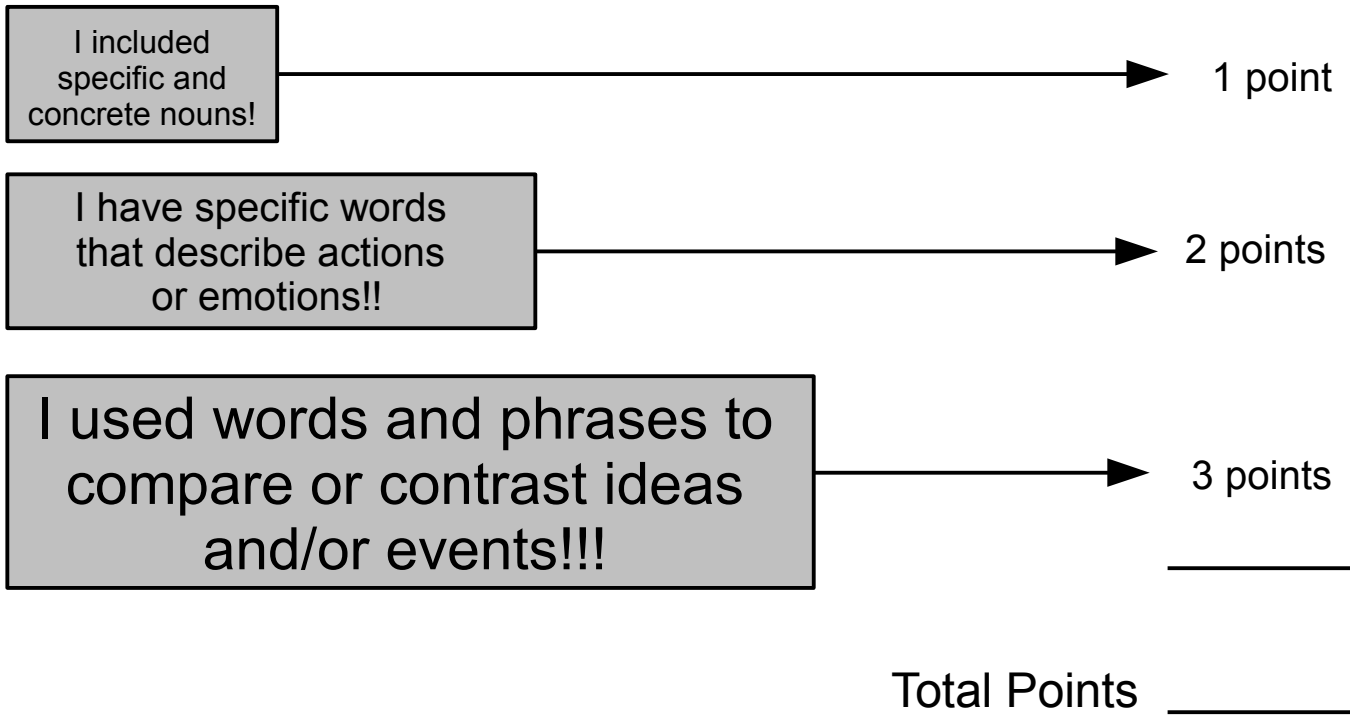
Total Points

\_\_\_\_\_



# Check Your Wording

1. Open your paper on your computer.
2. Highlight specific, concrete nouns in green.
3. Highlight descriptions of actions or emotions in orange.
4. Highlight words and phrases that compare ideas or events in gray.
5. Select "File." Select "Save as."
6. In the File Name Box, add the word "Wording" at the end of your file name.
7. Select "Save."
8. Look at your highlighting to figure your score.



# Check Your Effect

1. Open your paper on your computer.
2. Highlight words and phrases that will affect your readers in yellow.
3. Highlight words and phrases that share your characters' thoughts or feelings in blue.
4. Bold phrases and clauses.
5. Select "File." Select "Save as."
6. In the File Name Box, add the word "Effect" at the end of your file name.
7. Select "Save."
8. Look at your highlighting and bolded words to figure your score.

I have words or phrases that will affect my readers!	→	1 point
I have words or phrases that share my characters' thoughts or feelings!!	→	2 points
I used a variety of sentence structures to increase my readers' understanding and interest!!!	→	3 points
		_____
	Total Points	_____

# Revising Checklist

- \_\_\_\_\_ I put this narrative away then re-read it with fresh eyes.
- \_\_\_\_\_ I thought about the strengths and weaknesses of my narrative based on my reaction.
- \_\_\_\_\_ I asked others for their opinions.
- \_\_\_\_\_ I questioned others about their opinions until I understood what they meant.
- \_\_\_\_\_ I thought about the strengths and weaknesses of my narrative based on others' reactions.
- \_\_\_\_\_ I considered other ways to handle this narrative.
- \_\_\_\_\_ I tried some changes to my narrative based on my reaction and others' reactions.
- \_\_\_\_\_ I compared before and after changes.
- \_\_\_\_\_ I made changes to my narrative that make it more effective.
- \_\_\_\_\_ I spent enough time revising my narrative.

# Editing Checklist

- \_\_\_\_\_ I used a dictionary for words I didn't know how to spell.
- \_\_\_\_\_ I capitalized the first word in my sentences, dates and holidays, proper nouns and appropriate words in titles.
- \_\_\_\_\_ I used correct punctuation at the end of my sentences.
- \_\_\_\_\_ My addresses, dates, and anything I listed (nouns, adjectives, verbs) have commas in the correct places.
- \_\_\_\_\_ If I included people talking, I used quotation marks and commas.
- \_\_\_\_\_ I used commas before coordinating conjunctions in compound sentences.
- \_\_\_\_\_ My verbs agree with their subjects.
- \_\_\_\_\_ I used the same verb tense - past, present, or future - for my whole narrative.
- \_\_\_\_\_ I used the correct form for irregular verbs.
- \_\_\_\_\_ My pronouns agree with the nouns they replace.
- \_\_\_\_\_ I used complete sentences.
- \_\_\_\_\_ I corrected sentence fragments and run-on sentences.
- \_\_\_\_\_ I have a variety of sentence structures, including simple, compound, and complex.
- \_\_\_\_\_ I used adjectives to describe nouns and adverbs to describe verbs.

# Alignment with the Common Core Standards

## Narrative Writing - 5th Grade

### Check Your Beginning

**Criteria**

- I introduced my characters and/or narrator
- Readers will understand what's happening in my opening scene
- I described sounds, smells, or textures in the opening scene
- Readers will be interested in the situation and characters I've set up

**Standard**

- W.3.3a
- W.4.3a
- W.5.3d
- W.6.3a

### Check Your Middle

**Criteria**

- My events occur in a natural way
- The events will make readers understand what my characters are dealing with
- I paced my events to build suspense and concern in my readers
- My events are logical for the type of story I told

**Standard**

- W.3.3a
- W.4.3a
- W.5.3b
- W.6.3a

### Check Your Arrangement

**Criteria**

- I told readers know when events were occurring
- I told readers the order of events and/or how much time occurred between
- I used clauses when telling readers about the order of events
- I told or showed readers when the setting changed

**Standard**

- W.3.3c
- W.4.3c
- W.5.3c
- W.6.3c

### Check Your Characters

**Criteria**

- I showed my characters' responses to events
- I used specific words and/or sensory details to describe my characters
- My readers will understand my characters based on the descriptions and details I provided

**Standard**

- W.3.3a
- W.4.3d
- W.6.3b

### Check Your Details & Descriptions

**Criteria**

- I included dialogue and/or descriptions of places, things, or characters
- I used specific, concrete nouns and sensory details
- I used details and descriptions to pace my events and build suspense and interest
- My details are specific and important to my story

**Standard**

- W.3.3b
- W.4.3d
- W.5.3b
- W.6.3d

### Check Your Ending

**Criteria**

- Readers will be able to tell my story has ended
- My ending makes sense for the story I told

**Standard**

- W.3.3d
- W.4.3d

## Check Your Wording Rubric

<b>Criteria</b>	<b>Standard</b>
I included specific and concrete nouns	L.3.6
I have specific words that describe actions or emotions	L.4.6
I used words and phrases to compare or contrast ideas and/or events	L.5.6

## Check Your Effect Rubric

<b>Criteria</b>	<b>Standard</b>
I have words or phrases that will affect my readers	L.3.3a
I have words or phrases that share my characters' thoughts or feelings	L.4.3a
I used a variety of sentence structures to increase my readers' understanding and interest	L.5.3a

## Checklists

	<b>Standards</b>
<b>Planning</b>	W.5.3a, W.5.3b, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.10
<b>Revising</b>	W.5.4, W.5.5, W.5.6, W.5.10
<b>Editing</b>	L.5.1, L.5.1c, L.5.1d, L.5.2, L.5.2a, L.5.2b, L.5.2c, L.5.2d, L.5.2e, L.5.3, L.5.3a