Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | GRADE 4 - Narrative | **Not Yet -1** | **Start To -2** | **Yes- 3** |
| **FOCUS** | Structure |  |  |  |
|  | I showed why characters did what they did by including their thinking. (Session 9.5) | □ | □ | □ |
|  | I wrote the important part of an event bit by bit and took out unimportant parts. | □ | □ | □ |
| **CONTENT** |  |  |  |  |
|  | I added more to the heart of my story, including not only actions and dialogue but also thought and feelings. | □ | □ | □ |
|  | I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts. | □ | □ | □ |
| **ORGANIZATION** |  |  |  |  |
|  | I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story. (Session 8) | □ | □ | □ |
| I wrote an ending that connected to the beginning or the middle of the story.  I used action, dialogue, or feeling to bring my story to a close. (Session 10) | □  □ | □  □ | □  □ |
|  | I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking. (Session 13.5) | □ | □ | □ |
|  | I showed how much time went by with words and phrases that mark time such as: “just then and suddenly” (to show when things happened quickly) or “after a while and a little later” (to show when a little time passed).  (Session 13.5) | □ | □ | □ |
| **STYLE** |  |  |  |  |
|  | I included **precise and sometimes sensory details** and used figurative language (simile, metaphor, personification) to bring my story to life. | □ | □ | □ |
| I made some parts of the story go quickly, some slowly. | □ | □ | □ |
| **CONVENTIONS** | | | | |
| **Grammar** | I used what I learned about grammar to make the writing clear for the reader. | □ | □ | □ |
| **Punctuation** | I produced complete sentences, correcting fragments and run-on sentences. | □ | □ | □ |
| I used correct capitalization to begin all sentences and when I used proper nouns. (Session 14) | □ | □ | □ |
| I used commas and quotations marks to mark direct speech and quotations from a text. | □ | □ | □ |
| When writing long, complex sentences, I used commas to make them clear and correct. | □ | □ | □ |
| **Spelling**  **(Conventions)** | I correctly use frequently confused words (e.g., to, two, too; their, there, they’re). | □ | □ | □ |
| I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed. (Session 14) | □ | □ | □ |