

The writer wrote a beginning that shows what is happening and where, helping immerse the reader in the world of the story.

The story is written bit by bit, with some important parts going slowly, and others more quickly.

The writer stretched out the heart of the story using action, dialogue, internal thinking, feelings, and other narrative craft.

The writer's ending connects to the beginning and middle of the story. She used action, dialogue, or a final feeling to bring the story to a close.

The writer maintained a storytelling voice throughout, conveying the emotion or tone of the story through description, phrasing, dialogue, and thinking.

The Scary Walk to School

"Goodbye, Mom!" Sara and I said as we walked out of the kitchen door. We held hands, swinging and skipping. I could feel Mom's eyes watching me as I walked out the door. "Don't worry, Mom. We'll be fine." I said. She smiled, but I could tell she was a little nervous for us to be walking by ourselves.

Sara and I walked down the pathway to the sidewalk. "Are you excited for your first day of school, Sara?" I asked. She smiled and said yes.

I held Sara's hand very tight. "I'll show you the way," I said. I was proud to be walking my sister by myself.

We walked down the sidewalk. We passed big trees and a garden. Just then, I heard a growl and saw a dog walking down the street. I didn't see its owner anywhere. It was big and fierce looking, with long, sharp teeth. "GRRRR!!!" it growled.

I didn't want Sara to get scared. Sara grabbed my hand tighter. My hand started to get sweaty. "I'm scared, Julie" she cried.

"GRRRR!!!" The dog stepped closer. It was as big as a pony with red eyes and huge teeth.

"Be brave, be brave," I said to myself. I grabbed Sara's hand and shouted: "RUN!"

We took off down the road as fast as we could. We could hear the dog behind us. We ran faster and faster. I thought we would never get to school. After a while, we saw the red doors of the school. We were almost there.

"Come on," I said, dragging Sara along. We reached the steps of the school and saw that Mrs. Crowley was holding the door open for us. We jumped into the doorway and almost fell to the ground. I felt like I couldn't breathe.

"We made it!" I said to Sara. Inside, I felt proud. We were safe. I gave Sara a high-five and we both smiled.

The writer showed *why* characters do things by including their thinking.

The writer used paragraphs to separate the different parts of the story or to show when a new person is speaking.

The writer included precise details and used figurative language (like similes, metaphors, or personification) to help the reader experience the story.

When writing long, complex sentences, the writer used commas to make them clear and correct.

The writer used words and phrases to show the passing of time (for example, *just then*, *suddenly*, or *after a while*, *a little later*).