

Grade 2

Narrative Writing

The writer wrote about one time when she did something and worked to write a strong beginning (in this instance by using descriptive details and by telling the reader how she felt).

The writer brought characters to life with details, dialogue, and actions.

The writer chose the action, piece of dialogue, or feeling that would make a good ending.

It was the first day of school. I walked Sara to school. I was excited because it was her first day. It was a warm, sunny day. I was wearing my new sandals.

We turned the corner and then we saw a dog. It was a big, hairy dog. I thought it was a nice dog but then it growled. "GRRRR!" I was scared.

"Oh no. I can't let the dog get us!" I thought. Then we ran. I held Sara's hand and we ran as fast as we could. We ran and ran and ran.

Sara was so scared. She started crying. I said, "Don't cry." I was trying to act brave so Sara wouldn't know I was scared. Then we kept running until we got to our school.

We finally got to school. Mrs. Crowley opened the door for us and we ran inside. I gave Sara a high-five. We smiled. We made it!

The writer told the story in order by using words like *when*, *then*, and *after*.

The writer wrote more than just a line or two on most pages of her story. She chose words that would help her reader envision the sequence of events.

The writer used capital letters for names, and quotation marks to show what people said. She also used apostrophes correctly when using conjunctions like *can't* and *don't*.