

The writer puts the reader right into the action, beginning with a character saying or doing something. The beginning orients the reader to the character and setting.

*The Scary Dog*

The writer told the story bit by bit. She used phrases like *a little later*, or *after that* to tell the story in order.

The writer didn't just tell a story, but instead wrote in ways that help readers picture what is happening and bring the story to life.

The story has a beginning, middle, and end.

The writer showed not only what was happening *to* her characters, but *inside* her characters.

"Goodbye, Mom!" Sara and I said. We started walking to school. It was Sara's first day of school. I was happy to be walking her on her first day.

We walked past tall trees and little garden. A little later, we walked past Mr. Jordan's store. Sara and I were singing. Then we turned a corner and heard a sound. "GRRRR!" it went. I turned around to see what was making the noise. It was a big, black, hairy dog. It growled again. The dog took stepped closer and closer and CLOSER to us. It growled even louder.

"Oh no, I can't let the dog get us!" I whispered to myself. Sara started to cry because she is afraid of dogs. I held her hand and we started to run. We ran and ran and ran. The dog was still growling. "GRRRR!" It was getting closer.

"It's coming close!" Sara yelled. "I'm scared." Sara started to cry even more. The dog was huge. It looked like a monster. I saw sharp teeth sticking out of its mouth. I was scared, too.

The dog started to run after us. I saw the red doors of the school. We were almost there! Mrs. Crowley let us in.

"Good job, Sara," I said and gave her a big hug and a high-five. Then we started laughing. I couldn't believe we made it!

The writer worked to create a strong ending by choosing the action, bit of dialogue, or feeling that would bring the story to a close.

The writer punctuated dialogue correctly, with commas and quotation marks. She also used punctuation to fix and/or avoid run-on sentences.

The writer wrote in ways that help readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.