

Student Exemplar: Grade 3 Narrative Exemplar, Annotated

The writer showed the setting of the story.

The writer showed the main character(s) doing or saying something that set up the situation or problem that became the story.

The writer told the story in order. The writer used linking words and phrases to show that time had passed.

The writer used paragraphs to separate what happened first from what happened later (and finally) in the story.

The writer wrote a sentence or two to end the story. The writer chose the action, talk, or feeling that made a good ending.

The Scary Dog

It was a warm, sunny day. Sara and I got our backpacks and started to walk to school. I was excited because it was Sara's first day ever! "Goodbye, Mom!" Sara and I said. We waved and skipped.

We walked past trees and a garden. A little later, we turned the corner and then we saw a dog. It was a big, hairy dog. "GRRRR!" it went. It was scary.

The dog stepped closer and closer and CLOSER to us. It growled even louder.

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

"I'm scared!" Sara yelled. "GRRRR!!!!"

I was scared, too.

I saw the doors of the school. We were almost there! We finally got to school. I slammed the door shut. "Good job, Sara," I said and gave her a high-five.

The writer wrote a beginning in which he or she helped readers know the main character(s)/narrator.

The writer told what happened bit by bit, helping readers to picture it.

The writer showed what happened to his or her characters, and also what they did, thought, said, and felt in response.

The writer made people in the story speak the way they do in life.

The writer told the story in order. The writer used linking words and phrases to show that time had passed.