

The writer wrote about a time when she did something. The story has a beginning.

Sara and I walked to school. It was a sunny day. We were happy.

The writer wrote the parts of her story in order. She used words like *and*, *then*, and *so* to transition from one part to the next.

Then we saw a dog. It was big and hairy. It said GRRRR! and then showed its big pointy teeth.

We ran very fast and the dog chased us. I was scared. **RUN!** I yelled. Sara started to run faster.

The writer wrote an ending. In this case, after including the last thing she did, she wrote how she felt about it.

We made it to school. Our teacher opened the door for us. We ran inside and I fell on the ground. I was so tired but so happy that we escaped the dog.

The writer attempted to put the picture from her mind onto the page by including a few details in words and pictures.

Others can read the writing: there are spaces between words, letters for sounds, and capital letters for names. The writer also ended sentences with punctuation marks and used commas in dates and lists.