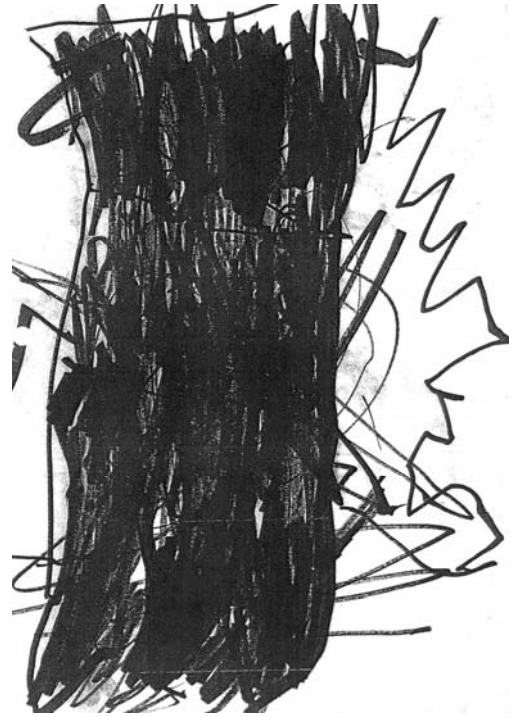
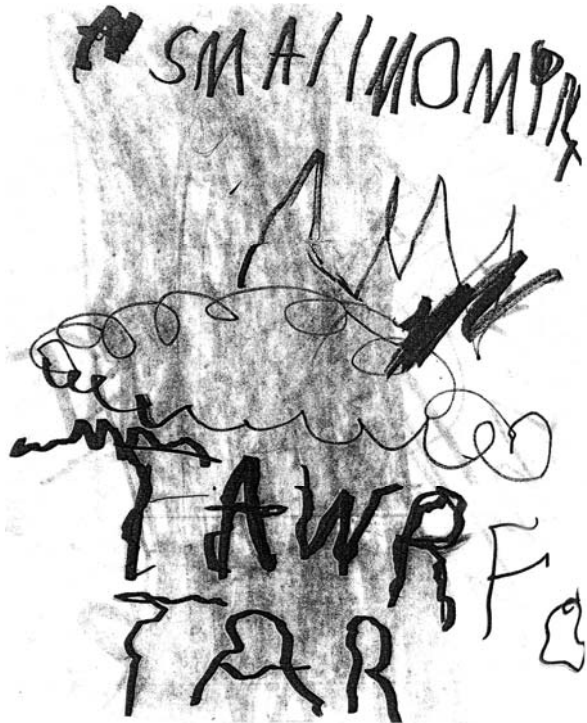


"TAWR FO TAR"



FLIP ROOM



MAR

SCARY!

I'm in the
LEWATREO

IT
STOP



I went up in
the LEWATREO
I went down
SO FAST I WAS
like a ROCKET.
I THE
DND

Kindergarten—Narrative

“TAWR FO TAR”

Tower of Terror

The tower is sending lightning.

Flip-o-rama!

I'm in the elevator.

Scary! It stopped!

I went up in the elevator...I went down so fast I was like a rocket.

The end

Ways to Use this Sample during Writing Instruction	
<ul style="list-style-type: none">▪ To show how writers use language to create emotions (Scary! It stopped! I went up in the elevator. I went down so fast I was like a rocket.)▪ To show how to leave spaces between words to make writing readable.▪ To talk about titles. Titles should act as a “doorway” to the book, giving us a glimpse of what’s to come. This title doesn’t really do that. What would be a better title? Have children suggest alternatives, then add titles to their own books during work time.	
Questions to Consider in Study Groups	
What would you say to this writer in a conference?	
Narrative Elements	Notice the way this writer stretches out a memory across a book. Her pictures and words match.
Narrative Strategies	The story includes some details and uses literary language, such as “flip-o-rama” and “I was like a rocket.”
Conventions	<i>Syntax and Vocabulary</i> The writer uses mostly everyday words drawn from oral language. <i>Spelling</i> The writer leaves spaces between words and makes words easy to read with beginning, middle, and ending sounds. <i>Punctuation</i> The writer uses periods and an exclamation point.