

Narrative

Grade 5

Tooth Trouble

“Charlie if you don’t like your oatmeal just tell me and I’ll get you some cereal.” Mom said looking over the table with a puzzled face.

Orients the reader by introducing characters

Her daughter, Charlie, short for Charlene was chewing her favorite food slowly and carefully and she was making a funny face. Charlie’s twin sister, Tess was doing the same thing. “We like oatmeal, but we don’t want to disturb them.” said Tess.

Uses dialogue and description to show the responses of characters to situations

“Disturb who?” asked Aaron, their older brother. He shook his curly black hair and looked strangely at Mom. She looked back and shrugged.

Tess and Charlie threw back their tiny red cropper heads and showed their teeth. They each wiggled one and smiled. “Looth tooth.” said Aaron getting up from the table and putting on his backpack.

Establishes a situation

“Looth tooth.” said Tess and Charlie at the same time. They were walking out the door with Aaron to catch the bus. Mom followed them out

the door and got into the car to go to work.

“Bye kids, see you after school!” called Mom backing out of the driveway.

On the bus Charlie and Tess decided to tell their best friend Molly first about their teeth. When they got to school they ran into kindergarten room faster than Aaron could run to the eighth grade room.

In the class room they met the very person they wanted to see, Molly Stagburn.

“Molly! Molly, guess what?” yelled the twins.

“What?” said Molly.

“We have loose teeth!” said the twins with a big smile. A look of horror spread across Molly’s face.

Oh, no!” she said.

“My big brother Zack said that when one tooth comes out the rest come out too. He knows everything because he’s almost in third grade.”

Tess and Charlie almost cried.

At snack they only ate one cracker each, and at lunch they decided

not to eat at all.

After lunch, their teacher, Mrs. Tellen noticed they were looking sort of pale.

Uses description to develop events

“Charlie, Tess, are you feeling all right?”

“No,” they replied.

“Oh dear, I suppose I should call your mother,” she sighed and walked over to the phone.

Half an hour later the twins found themselves in the back of their mothers car.

Uses a variety of transitional words and phrases to manage the sequence of events.

“Girls, I would like you to tell me what made you sick. Was it something you ate?” Charlie and Tess looked at each other.

“Actually Mom, we haven’t eaten all day,” said Tess.

“But you told me what you wanted. Did you change your minds?”

“No. but we didn’t want all our teeth to fall out.”

“What did Aaron tell you this time?” Mom asked remembering the time Aaron had told them that if you ate bananas, monkeys would fly out your ears. “It wasn’t Aaron this time. Molly’s brother said that if one tooth

comes out the others come out too,” said Tess as they pulled into the driveway.

“Molly’s brother has a grapenut for a brain.” Mom joked.

When they were inside the house, Mom put them on stools and gave them each apples. Almost **emediatly** they forgot about their teeth and ate.

“Now you listen to me. All your teeth are not going to fall out. the only way that would happen would be if Aaron punched you hard enough. If that happend I would take you to the dentist to have him look at your teeth, and I would ground Aaron for 20 years,” Mom said softly.

“Hey my tooth came out!”

“Mine too!” Charlie and Tess yelled together.

“See, I told you Zack was wrong. Next time don’t listen to Molly,” said Mom.

Charlie and Tess looked at Mom and smiled. They both had big gaps in their smiles.

THE END

Uses concrete words and phrases and sensory details to convey events precisely

Provides a conclusion that follows from the narrated events.

Spelling problems, including typos, are in yellow

Punctuation problems are in green. In this case there are a number of instances where a period is used instead of a comma as part of punctuated dialogue. In general, this text shows a very good grasp of punctuation.

Missing apostrophes are in blue

Grammar and word choice problems are in pink

This well-crafted fifth-grade narrative develops a humorous event through a series of events that unfold naturally. The main characters in the story are introduced one at a time, orienting the reader. The situation (the twins have loose teeth) is established through actions (*"They each wiggled one..."*) and dialogue (*"Looth tooth"*). The writer uses a variety of transitional words and phrases (*"Half an hour later"*, *"Almost emediately"*) to manage the sequence of events. The story is advanced largely through dialogue and description. Concrete words and details (*"Charlene was chewing her favorite food slowly and carefully and she was making a funny face."*) paint a vivid picture of each event for the reader. The resolution of the story is effectively presented with a well-chosen image (*"They both had big gaps in their smiles."*).