

File Name: N4R Finding Rosalita

Narrative

Grade 4

Range of Writing

Finding Rosalita

It was Sunday. My family and I were in France. I was as happy as a bee. We were driving along the road when my Daddy stopped the car. He told my brother and sister to get out of the car to see what the furry lump on the side of the road was. They got out of the car. 10 seconds later, they got back in the car with a very small kitten in their hands. She was about the size of a very, very, very, very small baby bottle. My stomach went into my throat when I saw it actually was a kitten. She was meowing as loud as a fog horn. It was so horrible, I couldn't think. Mreow. I felt horrible. I knew that I hadn't done anything bad to her, but I just couldn't help it. She was so cold. I was worried. Her claws were as sharp as sewing needles being pricked into your skin. I shuddered. She had crusts over her eyes, from infections, that looked like they hurt. We were headed into the village. Madame Sanz was there. We asked her what to do. I was afraid that she wouldn't have any advice. Thankfully, she told us what to do. She told us to boil rose petals in water 'till they were warm and wet. Then we should pour them into a bowl with some water and keep on rubbing then

Orients the reader by establishing a situation and introducing a narrator and characters

Uses description to develop events and show the responses of characters to situations

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

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

over her eyes. After that, we decided to call the little kitten, Rosalita. We also call her other things that sound like Rosalita, but I won't mention that. We prayed. Luckily, she is still with us now. Hopefully, She will be with us much, much, much, much longer.

Provides a conclusion that follows from the narrated events

In this fourth-grade narrative, the writer describes an experience using effective techniques, descriptive details, and a clear event sequence that unfolds naturally. Descriptions of actions (“*I shuddered*”), feelings (“*I felt horrible*”), and thoughts (“*I knew I hadn't done anything bad to her, but I just couldn't help it*”) help the reader identify with the narrator. Sensory details (“*She had crusts over her eyes*”) add to our understanding of the situation and paint a vivid picture of the experience. The writer controls the sequence of events with transitional words and phrases and ends with a concluding reflection that is clearly connected to the narrated experience.

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Revised and Edited for Student Use

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My stomach went into my throat when I saw it actually was a kitten. She was meowing as loud as a foghorn. It was so horrible, I couldn't think. *Mreow*. I felt horrible. I knew that I hadn't done anything bad to her, but I just couldn't help it. She was so cold. I was worried. Her claws were as sharp as sewing needles being pricked into your skin. I shuddered. She had crusts over her eyes, from infections, that looked like they hurt.

We were headed into the village. Madame Sanz was there. We asked her what to do. I was afraid that she wouldn't have any advice. Thankfully, she told us what to do. She told us to boil rose petals in water till they were warm and wet. Then we should pour them into a bowl with some water and keep on rubbing them over the kitten's eyes.

After that, we decided to call the little kitten Rosalita. We also call her other things that sound like Rosalita, but I won't mention that. We prayed. Luckily, she is still with us now. Hopefully, she will be with us much, much, much, much longer.

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