

MODEL

NARRATIVE SCORE

Mind-Scissors

When I was a baby I wound up with a tiny pair of scissors in my head. Lots of people live with pieces of metal in their heads. We just have to be careful. What the doctors couldn't have predicted is the uncanny ability they would give me.

Every summer there's a bike race that ends at the lake. The kid who always wins is Thad Thomas the Third, who is popular. This past summer that was about to change. It's also when I discovered what I could do with my mind-scissors.

The race starts. Right away racers start falling behind. After what seemed an eternity pumping hard at my pedals, I knew the end had to be in sight. I looked ahead and all I could see was Thad, and the opening to the woods—the last leg of the race.

I felt like steam was coming off my legs. I could see Thad's helmet. I turned my head to flash him a look. Only, Thad was the one who was gloating! And then I saw it—he was holding a stick he had pulled off a low-hanging branch.

He jabbed it toward me. I swerved out of the way. I kept pedaling, shifting my eyes to the right, to see what he was going to do.

But I waited too long. Then Thad made a slashing motion. Then he tugged the stick aside, yelled, "Yes!" and zoomed forward.

What happened? I felt nothing. We were now out of the woods and into the clearing before the finish line. Still hopeful I could win, I pedaled even faster. Suddenly, there was a jerk. My pedals had stopped!

I looked down. Oh no! My shoelace was wrapped around my pedal! Thad's stick had untied it!

I looked for a place to crash. That's when my head started tingling. I looked down at the shoelace. I concentrated really hard. I could see the scissors in my mind, floating just beside the pedal. Snip! The shoelace broke and my foot was free.

Thad was too busy listening to his fans cheer him on as I rode past him. Thanks to the mind-scissors, I won.

The story's beginning is engaging and clearly introduces the main character and situation.

Events in the narrative progress logically, and the writer uses transition words frequently.

The writer uses precise words and some sensory language to convey the experiences in the narrative and to describe the characters and scenes.

The writer uses some description and dialogue to add interest to the narrative and develop experiences and events.

The narrative demonstrates accuracy in standard English conventions of usage and mechanics.

The conclusion follows from the rest of the narrative.

TOOL KIT: WRITING

MODEL

NARRATIVE SCORE

Mind-Scissors

As long as I wear my bike helmet, they say I'll be okay. Lots of people live with pieces of metal in their heads. We just have to be careful. When I was a baby I wound up with a tiny pair of scissors in mine. What the doctors couldn't have predicted is the uncanny ability they would give me.

Every summer there's a bike race that ends at the lake. The kid who always wins is Thad Thomas the Third, who is popular, but if you ask me, it's because he knows how to sweet-talk everyone. This past summer that was about to change. It's also when I discovered what I could do with my mind-scissors.

The race starts. Right away, racers start falling behind. After what seemed an eternity pumping hard at my pedals, I knew the end had to be in sight. I looked ahead and all I could see was Thad and the opening to the woods—the last leg of the race.

I put my stamina to the test—pedaling harder than ever, I felt like steam was coming off my legs. Thad's red helmet came into view. As I could sense I was going to overtake him any second, I turned my head to flash him a look. Only, to my befuddlement, Thad was the one who was gloating! And then I saw it—he was holding a stick he had pulled off a low-hanging branch.

He jabbed it toward me. I swerved out of the way. Was he trying to poke me with it? I kept pedaling, shifting my eyes to the right, to see what he was going to do.

But I waited too long. Thad made a slashing motion. Then he tossed the stick aside, yelled, "Yes!" and zoomed forward.

What happened? I felt nothing. We were now out of the woods and into the clearing before the finish line. Still hopeful I could win, I pedaled even faster. Suddenly, there was a jerk. My pedals had stopped!

I looked down. Oh no! My shoelace was wrapped around my pedal! Thad's stick had untied the shoelace!

I coasted as I looked for a place to crash. That's when my head started tingling. I got this funny notion to try something. I looked down. I had the tangled shoelace in my sights. I concentrated really hard. I could see the scissors in my mind, floating just beside the pedal. Snip! The shoelace broke and my right foot was free.

Thad was busy motioning his fans to cheer him on as I made my greatest effort to pedal back up to speed. Guess who made it to the finish line first?

The story's beginning is engaging and introduces the main character and situation in a way that appeals to a reader.

The writer uses techniques such as dialogue and description to add interest to the narrative and to develop the characters and events.

Events in the narrative progress in logical order and are linked by clear transitions.

Writer uses vivid description and sensory language to convey the experiences in the narrative and to help the reader imagine the characters and scenes.

The writer uses standard English conventions of usage and mechanics.

Writer's conclusion follows from the events in the narrative.

MODEL

NARRATIVE SCORE

Mind-Scissors

When I was a baby I wound up with a tiny pair of scissors in my head. What the doctors couldn't have predicted is the uncanny ability they would give me. This past summer that was when I discovered what I could do with my mind-scissors.

Every summer there's a bike race. The kid who always wins is Thad who is popular.

The race starts. Right away racers start losing. After a long time pumping hard at my pedals, I knew the end was coming. I looked ahead and all I could see was Thad, and the woods.

I pedaled harder than ever. I was up to Thad. I turned my head to look at him. He was swinging a stick at me, I swerved, I kept looking at him, boy was I worried.

We were now out of the woods. Still hopeful I could win, I pedaled even faster. Suddenly, my pedals stopped!

Oh no! Thad's stick had untied my shoelace and it was wrapped around my pedal!

I was going to crash my bike. That's when my mind looked down. That's when I knew I could use my mind-scissors. I used the mind scissors to cut the shoelace my right foot was free.

That's how I won the race.

The story's beginning introduces the main character.

Events in the narrative progress somewhat logically, and the writer use some transition words.

The writer uses some description in the narrative.

The narrative demonstrates some accuracy in standard English conventions of usage and mechanics.

The words vary between vague and precise. The writer uses some sensory language.

The conclusion is weak and adds very little to the narrative.

MODEL

NARRATIVE: SCORE

Mind Scissors

There's a bike race. Right away people start losing. But me and Thad were winning. Thad is the kid who always wins is who is also popular. I don't like Thad. I pumped pumping hard at my pedals, I knew the end was coming. I looked ahead and all I could see was Thad, and the woods.

I pedaled harder and then I was up to Thad. That was swinging at me, I swerved, I kept looking at him, I was worried!

That's stick had untied my shoelace and it was wrapped around my pedal! But I didn't know it yet.

We were out of the woods. I still wanted to win, I pedaled even faster. than my pedals stopped!

I saw with my mind the shoelace was caught in my pedal. No worries, I have the superpower of mind scissors. That's when my mind looked down and I used my mind scissors. I used the mind scissors to cut the shoelace my right foot was free.

That's how I became a superhero. I save people with my mind scissors now.

The story's beginning is not clear or engaging.

The narrative does not include sensory language and precise words to convey experiences and to develop characters.

Events do not progress logically. The ideas seem disconnected, and the sentences do not include transitions.

The narrative contains mistakes in standard English conventions of usage and mechanics.

The conclusion does not connect to the narrative.