

In Common: Effective Writing for All Students
Collection of All Student Work Samples, K-12

By The Vermont Writing Collaborative, with Student Achievement Partners and CCSSO

First Grade
Range of Writing - Narrative Writing
Writing Samples

File Name: N1R The Lonely Horse

Narrative

Grade 1

Range of Writing

The Lonely Horse

Once upon a time there was a horse. his name was patches. he lived ulown in a big field. he ran arownd the field feeling lonly. then one day when he was run arownd he saw a barn and in one of the stalls he saw another horse. her name star. because she had a star on her cheek. then she saw him. She luped over the fence and the two horses ran arownd the feaild together. By the next day they were feainds and they ran anond the field together and from then on patches was never lonly agein. The end!

Uses temporal words to signal event order

Includes some details regarding what happened

Provides some sense of closure

This imaginary first-grade narrative tells the story of a lonely horse named Patches. The writer uses temporal words and phrases (“one day”, “then”, “by the next day”) to recount a series of events in which Patches finds a friend. The story includes details regarding what happened (“She luped over the fence and the two horses ran arownd the feaild together.”) and also uses detail to help us better understand the characters created (“he ran arownd the field feeling lonly.... her name was star. because she had a star on her cheek.”). The reader is left with a sense of closure when we learn that Patches found a friend and “was never lonly agein.”

File Name: N1R The Lonely Horse

Narrative

Grade 1

Revised and Edited for Student Use

The Lonely Horse

Once upon a time there was a horse. His name was Patches. He lived alone in a big field. He ran around the field feeling lonely. Then one day when he was running around, he saw a barn and in one of the stalls he saw another horse. Her name was Star because she had a star on her cheek. Then she saw him. She jumped over the fence and the two horses ran around the field together. By the next day they were friends and they ran around the field together, and from then on Patches was never lonely again.

The end!

File Name: N1R The Lonely Horse

Narrative

Grade 1

Range of Writing

The Lonely Horse

Once upon a time there was a horse. his name was paches. he lived ulown in a big field. he ran arownd the field feeling lonely. then one day when he was runing arownd he saw a barn and in one of the stalls he saw another horse. her name was star. because she had a star on her cheek. then she saw him. She luped over the fence and the two horses ran arownd the feaild together. By the next day they were feainds and they ran anond the field together and from then on paches was never lonely agein. The end!

File Name: N1R When Our Key was Locked in the Car

Narrative

Grade 1

Range of Writing

When Owr Ke was Lokd in the Ca

One day me, my Dad, and one of my dads frens went to the ter. When we came back we notisd that the ke was lockd in the car. "oh no" said my dad. So we went back to the ter to try to find something to get the door open. Then when we wer trying to find somthing to get the door open we fownd something. ya said my daddy. Then we went back to the car and we got the door open! Then we went hom. mak shur the ke isnt intin the car.

Includes some details regarding what happened

Uses temporal words to signal event order

Provides some sense of closure

This first-grade narrative recounts a sequence of events, which revolve around a central problem (*“the ke was lockd in the car.”*). The writer uses temporal words and phrases (*“One day”*, *“When we came back”*, *“then”*) to sequence events and provides some details about what happened (*“we went back to the ter to try to find something to get the door open.”*). At the end of the story, the problem is solved, providing some sense of closure for the reader. The writer also offers some advice based on his experiences (*“mak shur the ke isnt intin the car.”*).

File Name: N1R When Our Key was Locked in the Car

Narrative

Grade 1

Revised and Edited for Student Use

When Our Key was Locked in the Car

One day me, my dad and one of my dad's friends went to the store. When we came back we noticed that the key was locked in the car. "Oh, no!" said my dad. So, we went back to the store to try to find something to get the door open. Then, when we were trying to find something to get the door open, we found something. "Yeah!" said my daddy. Then, we went back to the car and we got the door open! Then we went home. So, when you get out, make sure the key isn't in the car!

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Narrative

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Range of Writing

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One day me, my Dad, and one of my dads frens went to the ter. When we came back we notisd that the ke was lockd in the car. "oh no" said my dad. So we went back to the ter to try to find something to get the door open. Then when we wer trying to find somthing to get the door open we fownd something. ya said my daddy. Then we went back to the car and we got the door open! Then we went hom. mak shur the ke isnt intin the car.