

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

Third Grade
On Demand Writing - Narrative Writing
Writing Samples

File Name: N3P The Barn Cat

Narrative

Grade 3

On-Demand Writing, Uniform Prompt

The Barn Cat

“We should get a barn cat” Mrs. Thurlow told Mr. Thurlow. Bandit, Sonya and Sam’s ears popped up. Bandit, Sonya and Sam were their barn dogs. “Yes! A cat to chase!”

Bandit yelled. Then Mr. Thurlow said, “Sure, but what are we going to name her?” Sam thought for a moment. Then Sam walked up to Mr. Thurlow and started to bark. This is what Bandit and Sonya heard Sam say, “Whatever you do don’t name her Samantha, don’t name her Samantha, DON’T name her Samantha!” Mrs. Thurlow said “How about

Baby?” Mr. and Mrs Thurlow thought for awhile. After much thought, Mr. Thurlow Announced “A splendid idea! Let’s get her tomorrow!” Then the two farmer’s fed the dogs, ate dinner, did the chores, then went to bed. The next morning at 6:00 they did the morning chores. They were ready to pick up Baby at 8:15 a.m. When they got to The Pet Shop in Woodstock they were in and out. Mr. and Mrs. Thurlow gave Baby a callor

when they got home. Also Bandit, Sonya and Sam gave Baby a tour of everything they own. When they got to the barn Bandit started to chase Baby an he said “I can’t resist!” Sam and Sonya tried to stop Bandit, but Bandit was too fast! Baby ran to the barn across the street. “We’re not supposed to be here!” Sam and Sonya yelled to Baby, so she ran

back home and the dogs followed. Baby jumped up in a foot rest. Then calm down. Bandit agreed to never chase Baby again.

Establishes a situation and introduces characters

Uses descriptions of actions and thoughts to develop events and show the response of characters to situations

Uses dialogue to develop events and show the response of characters to situations

Uses temporal words and phrases to signal event order

Uses effective technique and descriptive details

Provides a sense of closure

This third-grade narrative relays a connected sequence of events that focuses on Baby's arrival at the barn. The writer uses dialogue to set up the action (*"We should get a barn cat"*), advance the plot (*"A splendid idea! Let's get her tomorrow!"*), and show the characters' thoughts and reactions (*"I can't resist"*). The writer uses other narrative techniques, as well. For example, we learn subtly of Sam's worry about losing her place in the family when she barks, *"Whatever you do, don't name her Samantha."*

The writer organizes an event sequence that unfolds naturally. Temporal words and phrases (*"the next morning"*, *"in and out"*) help manage the flow of time in the piece and keep the reader oriented. Although a little abrupt, the ending shows the writer's awareness of the need to wrap up the action, and the last line (*"Bandit agreed to never chase Baby again"*) provides a sense of closure.

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Revised and Edited for Student Use

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The next morning at 6:00, they did the morning chores. They were ready to pick up Baby at 8:15 a.m. When they got to The Pet Shop in Woodstock, they were in and out. Mr. and Mrs. Thurlow gave Baby a collar when they got home. Also Bandit, Sonya, and Sam gave Baby a tour of everything they own. When they got to the barn, Bandit started to chase Baby, and he said, "I can't resist!" Sam and Sonya tried to stop Bandit, but Bandit was too fast! Baby ran to the barn across the street. “We’re not supposed to be here!” Sam and Sonya yelled to Baby, so she ran back home, and the dogs followed.

Baby jumped up on a footrest and then calmed down. Bandit agreed to never chase Baby again.

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