

"This mornng it was a Klowdy day to go to daycare."



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daycar. We went in said. The elevator.  
In the dor of the elevator, in the  
hole, My Mom Jrap her Kees.  
My Mom said, "Queena I Jrap  
My Kees in the hole". When We Were  
at the daycare. I said to My mom,  
"aer you OK". My Mom said, "yes". When it  
was time to go home they. Gave her brand  
new Kees. ~~and they~~ They went bck in the  
hole. They put a big hole in <sup>the</sup> elevator. They  
Fell down the hole. They Found the Kees.  
They gave her a lit. ~~It was black~~ ~~that side~~ and  
and in side its blood. Finally she got the Kees. bak

## First Grade—Narrative

### “This mornng it was a Klowdy day to go to daycare.”

This morning, it was a cloudy day to go to daycare. We went inside the elevator. In the door of the elevator, in the hole, my mom dropped her keys.

My mom said, “\_\_\_\_\_, I dropped my keys in the hole.” When we were at the daycare, I said to my mom, “Are you okay?” My mom said, “Yes.” When it was time to go home, they gave her brand new keys. They went back in the hole. They put a big hole in the elevator. They fell down the hole. They found the keys. They gave her a light. It was black outside, and inside it’s blue. Finally, she got the keys back.

<b>Ways to Use this Sample during Writing Instruction</b> <ul style="list-style-type: none"><li>▪ To show how to use words other than “they” for greater specificity and clarity.</li><li>▪ To demonstrate how writers find stories in the everyday, little things that happen in their lives.</li></ul>	
<b>Questions to Consider in Study Groups</b> What would you say to this writer about their strengths? Needs?	
<b>Narrative Elements</b>	This narrative focuses on one topic (mom losing her keys) by sequencing several events together using transition phrases (finally, when it was time). The writer struggles in some places to recount a complex event (In the door of the elevator, in the hole...).
<b>Narrative Strategies</b>	The writer uses dialogue to bring her characters to life.
<b>Conventions</b>	<i>Syntax and Vocabulary</i> The piece uses simple sentence structures most of the time and sometimes combines sentences effectively. <i>Spelling</i> High-frequency words are spelled correctly. New words are spelled phonetically. <i>Punctuation</i> The writer uses ending punctuation and quotation marks effectively. Capital letters are mostly correct.