

# "I LICK SSGOL"

I Lick SSGol



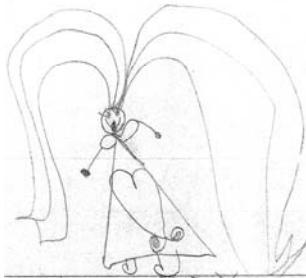
I LICK SSGol  
 I Dow FWN  
 things At SSGol  
 I Hav A Best  
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 Is Maria



I Go to SSGol  
 Maria Go to  
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 me we Hav a  
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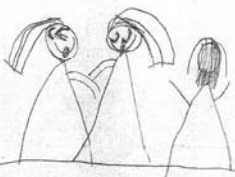
I Go to SSGol with Maria



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we Hav ssnack



we get ar  
 BACKPACK

the  
 end

# Kindergarten—Narrative

## “I LICK SSGOL”

I Like School

I like school.

I do fun things at school.

I have a best friend. Her name is Maria.

I go to school. Maria goes to school with me. We have a good time.

We play together.

We have a snack.

The end

I go to school with Maria.

We eat our carrots.

We get our backpacks.

<b>Ways to Use this Sample during Writing Instruction</b> <ul style="list-style-type: none"><li>▪ To show young writers how writers get ideas from everyday things they do, such as going to school. Writers also get ideas for stories from favorite people or friends.</li><li>▪ To show how writers make a book that stretches across several pages with words and pictures on every page.</li><li>▪ To teach alternative endings. Later in the year, use this piece to suggest that writers try other ways of ending a piece than “The End.”</li></ul>	
<b>Questions to Consider in Study Groups</b> What would you say to this writer to move them forward as a writer, not just improve this piece of writing?	
<b>Narrative Elements</b>	This piece demonstrates an emerging sense of time and place (school).
<b>Narrative Strategies</b>	The “story” includes some details and events around the central topic of school. The writer provides closure with a coda, “The End.”
<b>Conventions</b>	<i>Syntax and Vocabulary</i> The writer uses everyday words and repeats some familiar words. <i>Spelling</i> Some high-frequency words are spelled correctly, and all words are represented with at least beginning and ending sounds. <i>Punctuation</i> The writer uses periods randomly and spaces her words for readability, sometimes using a dash to separate words.