

Narrative**Grade 5****Queen and The Three Dogs**

“It’s **to** bad that Mr. Griff is closing the shop,” Queen thought to her self. Queen and three dogs had been pets of Mr. Griff the owner, but now the shop was going out of **buisness** and Mr. Griff put all the **furnistur** outside his shop so people could look at **them**. Queen had to hold a meeting with the dogs. They loved the shop but they would probably **have to go to the pound because Mr. Griff wouldn’t be able to feed them** with what little money he had. Queen meowed a couple of times and the dogs came bounding over. First Charlie then **skip** and then **spot**. Queen climbed up to the top of the velvet chair and got right down to the point. “You guys are going to have to leave **hear** or go to the pound. What do you want to do?” “We wouldn’t go to the pound for anything,” they chorused, “So I guess **your** leaving,” Queen said. Queen *** trying to hold tears back. She loved the dogs but she wouldn’t be able to **come** with them. She had a bad leg and when ever she tried to run pain **shoot** up her leg like a lightning bolt **electricuting** someone. Queen would have to go to the pound or be a street cat which she disliked. **Do** you boys have all your toys with you? Yes we do. Are you sure you will be ok without me? We think **so**. Queen followed the boys in the shop so she could hear **there**

Orients the reader by establishing a situation and introducing characters

Uses a variety of transitional words and phrases to manage the sequence of events

Uses dialogue and description to develop experiences

Uses concrete words and phrases and sensory details to convey experiences precisely

barks of goodbye to Mr. Griff. But he was talking to a **men**. After what seemed like an eternity the **men** left with a grin on his face. Mr. Griff also had a grin on his face. **My** wonderful pets we will be able to stay in the upstairs apartment because that wonderful man bought the shop from us but he is letting us stay upstairs **still!** The dogs jumped for joy and even though Queen couldn't jump she started to purr.

Uses description to develop events and show the responses of characters to situations

Provides a conclusion that follows from the narrated events

*** words unclear on original

Spelling problems, including typos, are in yellow

Punctuation problems, including missing quotation marks and capital letters are in green

Grammar and word choice problems are in pink

This fifth-grade narrative is focused on a single problem (finding a new place to live) and its solution (being given permission to live in the apartment upstairs). The sequence of events unfolds naturally, and a variety of transitional words and phrases (“*first*”, “*then*”, “*After what seemed like an eternity*”) manage the sequence of events. This writer shows considerable control of narrative techniques. The problem is introduced in the first line using dialogue; events are often developed subtly through a character’s response to a situation (“*the men left with a grin on his face*”); concrete details are used throughout (“*pain shoot up her leg like a lightning bolt electricuting someone*”). The satisfying conclusion shows how characters are feeling using actions, as well as words (“*The dogs jumped for joy and even though Queen couldn’t jump she started to purr.*”). There are few events and little action in this story. Instead, the writer has taken a single experience and fully developed it using narrative techniques such as dialogue and rich description.

This sample of student writing, aligned to the Common Core and annotated to show its strengths, is drawn from the In Common project. You can find more writing samples and learn more here: <http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>