

## Narrative

### Grade 3

#### 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 **awile**. After much thought, Mr. Thurlow Announced “A **slendid** 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,

**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**

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.

**Provides a sense of closure**

**Spelling** problems, including typos, are in yellow

**Missing apostrophes** in blue

**Grammar and word choice** problems are in pink

Note that the punctuation shown in this text is unusually good for third grade.

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.