



2012 FCAT WRITING

GRADE 4 NARRATIVE PROMPT ANCHOR SET

Florida Department of Education



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Introduction

Student papers are scored following administration of the FCAT Writing assessment each year. Prior to each scoring session, members of the Writing Rangefinder Committee (comprised of Florida educators) read student responses and select papers to represent the range of quality allowed within the established criteria for each score point on the rubric. These papers are used to train the readers for the holistic scoring of the FCAT Writing responses. Each anchor set (scoring guide) includes a student response and an annotation to explain why it was assigned a particular score. This provides the basis for developing a common understanding of the scoring criteria. A skilled scoring director and scoring supervisors are responsible for training, assisting, and monitoring readers throughout the training and holistic scoring process. All scoring is monitored by Florida Department of Education staff.

It should be noted that the nature of holistic scoring addresses the writing elements of focus, organization, support, and conventions as an interrelated body of evidence. More information about the holistic scoring method and links to the FCAT Writing rubrics are available at <http://fcat.fldoe.org/rubrcpag.asp>

In 2012, in addition to the elements of focus, organization, support, and conventions described in the rubrics, the scoring decisions for FCAT Writing included expanded expectations regarding the following: (1) increased attention to the correct use of standard English conventions and (2) increased attention to the quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities.

Structure of the Anchor Sets

The released 2012 FCAT Writing Anchor Sets for grades 4, 8, and 10 contain examples of responses used as training materials for the 2012 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. For spring 2012, only one type of prompt per grade was administered for FCAT Writing; thus, for each tested grade, one Anchor Set was used.

Description of the Prompt for Grade 4: Writing to Tell a Story (Narrative)

The grade 4 narrative prompt directed the student to suppose someone had a chance to ride a camel and to write a story about what happens on this camel ride.

Anchor Paper 1 (page 1 of 1)

Score Point 1

I went to the animals place and my family was in the animals place and my cause ride a big camel and I ride a small camel but it was big. A man that work in the animal place wash it teeth. My family riding a camel. My family like the camel but it was slow. I got some food and the camel ate it all and I ate nothing and they love it all. The funny part was that the camel was running all around the place.

Anchor Paper 1
Score Point 1

- The writing minimally addresses the topic of riding a camel, but offers some information that is extraneous (*A man that work in the animal place wash it teeth*).
- No transitions are provided to signal connections between or among ideas. Organization is random as ideas are easily rearranged without changing meaning.
- Support of events is sparse and provided as a list. Word choice is limited, and the writer has difficulty expressing meaning, causing confusion (*I ride a small camel but it was big*).
- Sentence structure is limited and stilted, with several run-ons in this brief story (*I got some food and the camel ate it all and I ate nothing and they love it all*). While capitalization and spelling are generally correct, errors occur in usage, verb forms, and omitted words.

One day in May I went on a camel ride and if you think it was boring you are wrong it was fun. I 12 year [Amy] had fun riding in the very hot desert on a camel. First I got five bottles and some food and some nice clothes for a very hot day in the desert and we started off in the beginning it was boring and then it got better because every time we stop we both got a drink and every time we started ride again we went a lot faster and when he went a little to faster he pooped.

Anchor Paper 2 (page 2 of 2)**Score Point 1****Anchor Paper 2**
Score Point 1

- The story is minimally focused on the day that “12 year [Amy]” went on a camel ride (*I 12 year [Amy] had fun riding in the very hot daster [desert]*).
- A few basic transitions are used in the sequence of the story, providing nominal organization (*One day, frist, in the beging, and then*).
- Support is sparse and provided with rambling and limited cause-and-effect events (*then it got butter because every time we stop we both got a drike and every time we started ride again we went a lot fastest and when he went a little to fastest he puoped*).
- Frequent errors occur across all areas of conventions and sometimes impede understanding (*if you thing it was boring you are roge [wrong]*). The body of the story, starting with *frist* [first], is one long sentence.

Anchor Paper 3 (page 1 of 1)

Score Point 1

One day a boy was riding a camel it was hot so he went home and got his water container, then he went to his camel and take a ride, then there a bad sandstrom so he went to his house he stad at his house until the strom blow off then when it stop the boy went outside it was sandy there was no water spots it was hot so the boy went home then next day the boy found a spring it water pond.

Anchor Paper 3
Score Point 1

- This brief story minimally addresses the topic of riding a camel.
- Two basic transitions between ideas (*so, then*) are present to signify some movement through time (*So he went home and got his water container. then he went to his camel*).
- Support is not developed and is presented in a hasty list-like manner (*then he went to his camel and take a ride. then there a bad sandstrom so he went to his house*). Word choice is limited.
- Errors in conventions include run-on sentences, fragments, and missing and random capitalization, sometimes impeding communication (*then there a bad sandstrom so he went to his house he stad at his house until the strom blow off*).

Anchor Paper 4 (page 1 of 1)

Score Point 2

Last summer me, my dad and step mom went camel riding. I was so excited to go to Africa to go camel riding now I will write a story.

One a thursday morning my dad got me up and said start packing. "I said why?" because we are going to Africa to go camel riding. I was so excited to go. I jumped out of bed and pack everything I needed and I didn't get dressed I was still in my pj because I wanted to sleep on the plane. Then finally we got to Africa and we went to a place to stay because it was dark out side and in the morning we went camel riding it was fun then we went back to the place we stayed and the next morning we flyed back home and the night was over.

Anchor Paper 4
Score Point 2

- The writing is slightly related to the topic of going to Africa to go camel riding. Loosely related information is included (*Now I will write a story, I was still in my pj because I wanted to sleep on the plane*).
- Some basic transitions signal movement through time, though events move rapidly (*Then finally we got to Africa and we went to a place to stay because it was dark out side and in the morning we went camel riding*).
- Support is inadequate as the writer jumps from one event to the next with little development (*I was so excited to go. I jumped out of bed and pack everything I needed and I didn't get dressed I was still in my pj because I wanted to sleep on the plane*).
- Errors in conventions include missing punctuation, sometimes resulting in run-on sentences, and usage issues (*and in the morning we went camel riding it was fun then we went back to the place we stayed and the next morning we flyed back home and the night was over*). Spelling is generally correct.

One day when we came home from McDonald's Mom said [Andrew] time to go to bed So I exorted the covers over tight and went to sleep that night I was shivering all night when I opened my eyes I was in Egypt it was so cool I could hardly breathe

I said cool the first thing I ~~saw~~ was I'm going to ride the camel first so I rode the camel I said why does this camel have two hump lumps on his back I yelled "Hi" [Mrs. Lee] [Mrs. Lee] said "Whats up" [Bart] I was so thrilled to see my own teacher in Egypt I said this is way beyond cool

So so I closed my eyes and everything turned back to normal Mom came in and asked me are you all right I was deep in my sleep she closed the door quietly when morning came I woke up and went outside to play with my friends as usual

Anchor Paper 5 (page 2 of 2)**Score Point 2****Anchor Paper 5**
Score Point 2

- The writing in this response is slightly related to the topic as the writer dreams about being in Egypt (*When I opend my eyes I was in Egypt it was so cool I could Hardly. breathe. I said cool the First thing I said was I'm going to ride the cammel*).
- Some transitions are used to provide a brief sequential organizational pattern (*One day, So, When mornig came*).
- Development of support is inadequate (*I yelled "Hi" [Mrs. Lee] [Mrs. Lee] said "Whats. UP" [Bart] I was so thriled to see My own teacher in egypt*).
- Frequent errors occur in basic punctuation, capitalization, and sentence structure (*One day when we came Home From Macdonald. Mom said [Andrew] time to go to bed So I exerted the cover over Tight and wen't to sleep*).

One day my mom went to Orlando for a camel ride. The place was the market. At the market they let people ride camels and elephants. My mom was scared to ride the elephant so she rode the camel.

The next day my mom took me to ride a camel. It was fun until I fell off and a grape puddle. I was covered with grapes that was not a good sitchewash.

When I got home I took a warm bath. When I got out of the tub it was time for dinner. I had chesse pizza. Yum me! When I was finish I went to sleep. I dreamed of me falling off a camel again but not in grapes an applesause. Yuck!

Anchor Paper 6 (page 2 of 2)

Score Point 2

When I woke up it was the last day riding camels and elephants. I told my mom I didn't want to go to the market again so we went to JCPennys. My mom bought me a cherry red hat and, a bananas dress with red shoes. Then we went back home. When we went home we fell right to sleep.

Anchor Paper 6
Score Point 2

- The response is slightly related to the topic, but unrelated information is included, which shifts the focus (*My mom bought me a cherry red hat and, a bananas dress with red shoes*).
- A chronological organizational pattern is attempted through the use of transitions (*One day, so, The next day, When I got home*). However, irrelevant details stall the progression of the story (*When I got out of the tub it was time for dinner. I had chesse pizza. Yum me!*).
- Support is inadequate (*The next day my mom took me to ride a camel. It was fun untile I fell off and a grape puddle. I was covered with grapes that was not a good sichewash [situation]*).
- Errors occur in the basic conventions of spelling, punctuation, and usage (*It was fun untile, I fell off and a grape puddle*).

On my camel ride, the camel did stink. He had 2 humps. His name was Bob. He loved the dirt.

Then Bob pooped during my camel ride. Bob ran like wildfire because he saw food. I was jumping, well not exactly because nobody can. It was kind of like a gallop jump.

Two hours later Bob start rolling his head in the sand or mud because it's his nature to do that. Bob was nervous because people at the zoo started staring at us. because a girl (me) riding a camel (Bob) in the zoo is wierd to them.

I said to Bob "It's ok because they want to ride you also." Bob was happy to see the kids play on the pretend camel.

"Bob," I said, "do ever make fun of people?" Bob nodded for no because his a camel and they don't speath at all.

Anchor Paper 7 (page 2 of 2)

Score Point 3

Bob is my favorite camel in the whole world. Bob is stinky but who cares he's my best animal friend!

I love Bob as my best animal friend. Bob could be annoying some times, but he's alright to play or to talk with when I'm lonely. **BOB IS THE BEST CAMEL EVER!!!!**

Anchor Paper 7
Score Point 3

- The response is generally focused on "Bob" the camel.
- An organizational pattern has been attempted, and some transitions are used which move events through time (*Then, Two hours later*). A lapse occurs with the repetitive ending.
- Some events are supported with details (*Bob was nervous because people at the zoo started staring at us because a girl (Me) riding a camel (Bob) in the zoo is wierd to them. I said to Bob "It's ok because they want to ride you also"*). Support is not developed in other areas (*Bob was happy to see the kids play on the pretend camel*). Word choice is adequate.
- Sentence structures are mostly simple, although some variety has been attempted. Knowledge of conventions is demonstrated. The writer attempts to punctuate dialogue (*"Bob" I said, "do ever make fun of people?"*).

One day [Steven] and I were meandering around and then we were in the dessert walking around. Then we saw a camel and we thought I wonder if that camel will give us a ride.

So [Steven] and I just hopped on the camel and the camel didn't go so we yelled go at the same time but the camel still did not go. After that we kicked the camel and yelled go again. But it still did not go. We tried again and we said walked and it walked.

After we got the camel to walk we said go to the surf shack. So the camel went to the surf shack and we got surfboards, boogie board, and also skim board too.

Then we got back on the camel and said run so the camel ran and then we announced go the Red Lobster for dinner. I got all shrimp dinner. [Steven] got crab and shrimp.

Finally [Steven] yelled run home so we can get some rest. So we went home to go to bed and [Steven] got on the bottom and I got the top bed. That was [Steven] and I camel ride.

Anchor Paper 8 (page 2 of 2)

Score Point 3

Anchor Paper 8**Score Point 3**

- The writing is generally focused on a camel ride, although it contains some loosely related information (*I got all shrimp dinner. [Steven] got crab, and shrimp*).
- An organizational pattern has been attempted, and basic transitions are used between and within paragraphs (*One day, Then, So, After that, Finally*). The paper lacks a sense of wholeness because ideas are not developed thoroughly.
- Each event is extended with a few details (*After we got the camel to walk we said go to the surfshack. So the camel went to the surfshack and we got surfboards, buge board, and also skim board too*). Word choice is adequate.
- There is an attempt to use a variety of sentence structures. Knowledge of conventions is demonstrated, although there are a few spelling and usage errors (*We tryed agian and we said walked and it waked*).

On the camel was so cool. It was very bumpy. We went on as a family, my mom and dad on one and my brother and I went on another. I think the whole time it walked it did not drink any water, but my family drank alot.

First when it started to move it was very bumpy. My whole body jumped up. when it started to move. When I went back down my legs hurt. for a little bit. Then I got used to it.

When we got used to it we started to talk about camels. My little brother, [Ben] said "They mostly live in the desert." I found out they are slow walkers. Then the camels stoped and we asked the driver why he said "they have not had a drinks in 2 days, because they do not drink alot."

After he gave them drinks the driver told us some facts. Camels carry water in ~~there~~ humps on their back, and they have 2 or 3 humps on there back. The last thing he told us is when they drink water they fill there humps.

On the camel was so fun. I loved it, but sometimes I thought it was interesting. Sometime in my life I think I will have time to go on a

Anchor Paper 9 (page 2 of 2)

Score Point 3

camel ride another time. There is one
more thing you should go!

Anchor Paper 9

Score Point 3

- The response is generally focused on a family's camel ride (*We went on as a family, my mom and dad on one and my brother and I went on another*).
- The writing is organized, and transitions appear between and within paragraphs (*When we got used to it, After he gave them drink*).
- The writer maintains the storyline, even while using some exposition to tell facts about camels (*Camels carry water in their humps on their back, and they have 2 or 3 humps on there back. The last thing he told us is when they drink water they fill there humps*). Word choice is occasionally vague (*On the camel was so fun*).
- Though there are a few minor errors in punctuation and usage in this response, knowledge of conventions is generally demonstrated. There is an attempt to punctuate dialogue (*My little brother, [Ben] said "They mostly live in the desert."*).

One time, me and my friend [Hudson] went on a free camel ride in the desert. That day it was cooking hot. Shelia, the camel, bucked me and [Hudson] off! But here is how the real story goes.

When we had found out that we had been chosen to go on this ride, we were shocked. The school had been having a raffle drawing and our names were chosen! When they buzzed in on the morning news, they announced our names and what we were going to do the next day.

Boy, oh boy, was that camel stubborn! It wouldn't move. All the camel did was stand and eat sand. I named it Shelia because its real name was Dolores.

Even in winter, I guess it's hot in the desert. At a cooking 103°F, we were sweat hops. If only it would have been a nice, comfortable, 75°F.

In the middle of the ride, Shelia bucked off [Hudson.] I laughed so hard I was crying. Then, I felt her slide me over to her other hump and buck me off too. We both

Anchor Paper 10 (page 2 of 2)

Score Point 4

laughed so hard, we were crying. The camel ride went on for a long time. It felt like it had been a year before we had reached the end of a ride, who knew camels were so slow?

That is the story of me and [Hudson's] camel ride. It was actually pretty fun. Well, except for when Shelia wouldn't budge. I will always remember the camel ride me and [Hudson] took.

Anchor Paper 10

Score Point 4

- The writing is generally focused on the topic (*One time, me and my friend [Hudson] went on a free camel ride in the desert*).
- An organizational pattern is evident and events are sequential from the introduction to the summary conclusion, providing a sense of completeness (*That is the story of me and [Hudson's] camel ride. It was actually pretty fun. Well, except for when Shelia wouldn't budge. I will always remember the camel ride me and [Hudson] took*).
- In some areas of the response, specific detail is provided as support (*The school had been having a raffle drawing and our names were chosen! When they buzzed in on the morning news, they announced our names and what we were going to do the next day*). In other areas, ideas are not developed (*I named it Shelia because its real name was Doloras*). Word choice is mostly adequate, but there are also some descriptive words used (*cooking hot, bucked me and [Hudson] off, buzzed in on the morning news, sweat hogs*).
- Knowledge of conventions of punctuation, capitalization, and spelling is demonstrated. There is an attempt to vary sentence structures (*Boy, oh boy, was that camel stubborn!*).

Have you ever had the chance to ride a camel. Well, My freind [Wyatt] did and I did too. I named my camel Joe. We are riding in the Sahara Desert to go find the lost treasure. It is July 7, and hot. Here we go!

"Can we stop for a potty break?" said [Wyatt.] "No!" I said. Joe was running as fast as a speeding bullet. It was great because the temperature was so hot. It was great because we were going so fast that we could feel a nice wind. "We need 200 more miles until we ~~find~~ the treasure!". I said. We were making extraordinary time. Treasure, here we come!

A little while later [Wyatt] asked again if we could stop and of course I said NO! I did not mean to be a top banana. Joe was going so fast that he tripped over a rock and went strait on his hippopotamic head! We got back up and I knew [Wyatt] was going to ask again and we stopped by an cactus and had a break. We could see the treasure but it was still a long

way.

A couple minutes later Joe ran as fast as the Gingerbreadman. We approached the treasure. Stomp! "We are here!" said Joe. We looked puzzled. "You can talk" I said "yes!" he said. We saw a note and it said: "Ha! Ha! There is no treasure." We were mad bulls and we headed back home after reading the letter.

So, we learned not to be so greedy or glib. I still can't believe that there was no treasure. Here I am now crying myself to sleep! Snore!

Anchor Paper 11* (page 3 of 3)**Score Point 4**

Anchor Paper 11

Score Point 4

- The response is generally focused on the writer's topic (*Have you ever had the chance to ride a camel. Well, My freind [Wyatt] did and I did too*).
- An organizational plan is evident and events progress from the introduction to the lesson in the conclusion. Transitions connect ideas within and between paragraphs (*A little while later, A couple minutes later, So*), contributing to the sequencing of ideas. The paper demonstrates a sense of completeness and wholeness.
- The storyline is controlled and details are provided as support (*A little while later [Wyatt] asked again if we could stop and of course I said NO! I did not mean to be a top banana. Joe was going so fast that he tripped over a rock and went strait on his hippopotamic head! We got back up and I knew [Wyatt] was going to ask again and we stopped by an cactus and had a break*). Other areas of the response lack details that would further develop the story (*We saw a note and it said "Ha! Ha! There is no treasure. We were mad bulls and we headed back home after reading the letter*). Word choice is adequate, though more precise in places (*making extraordinary time, be a top banana, learned not to be so greedy or gulible*).
- Sentence variety has been attempted (*"We need 200 more miles until we find the treasure." I said. We were making extraordinary time. Treasure, here we come!*). Overall, knowledge of conventions is demonstrated, despite a few minor errors in spelling, capitalization, and punctuation.

* The original anchor paper contained sensitive content and posed a problem for public release. Anchor paper 11 has been removed and a substitute is in its place.

One late morning I was coming home from taking a walk. "I think today I will take a detour," [Jenny] said aloud to herself. So I made a right on [Pine St.] instead of a left and looked around to see if there was anything interesting. I didn't see anything but suddenly I saw sand. "So this is the nearby desert Mom and Dad talk about," I said aloud to myself. Well I saw a big lump in the sand and I decided to see what it was.

I walked over to the lump and what did I see? A camel. Well I have always wanted to see a camel so I started to pet him to see if he was friendly. It turns out he is friendly so when he stood up I tried to get on his back. After a few tries I was up. I found that he had reins and a halter on so I could steer him. He was very bouncy so it was hard

to ride him, but after a while I didn't notice the bouncing. "This is so much fun!" I said to myself. "I wonder if Mom would let me keep him?" "Our yard is definitely big enough!" Big enough or not Mom probably wouldn't want an animal at our house. I had been riding for a while and I started feeling tired. After a while I drifted off to sleep.

When I woke up I was surprised not to be on a camel. I wasn't even in the desert I found. I was at home. I got out of bed and went inside. My mom was in there. Mom I cried. "Do you know what I did?" I asked. "No," she said. "I found the desert you talking about. I rode a camel too." I said. "What?" She asked. "You must have been dreaming," she said. "Okay," I agreed. However deep down I knew that wasn't a dream.

Anchor Paper 12 (page 3 of 3)

Score Point 4

Anchor Paper 12**Score Point 4**

- This response maintains focus, from the opening where the writer finds a camel in a nearby desert, to the closing (*However deep down I knew that wasn't a dream*).
- An organizational pattern is evident, complete with transitions to move the action through time (*After a few tries, After a while, When I woke up*). The writing demonstrates a sense of completeness in this story.
- Support is provided for events throughout the story with both internal and external dialogue (*"I wonder if Mom would let me keep him?" "Our yard is definitely big enough." Big enough or not Mom probably wouldn't want an animal at our house*). Word choice is adequate but lacks precision in areas.
- Despite a few missing commas, the writer demonstrates knowledge of conventions (*Well I have always wanted to see a camel so I started to pet him to see if he was friendly. It turns out he is friendly so when he stood up I tried to get on his back*).

The crazy camel™. What would it feel like to ride a camel? With it's zwie back? Or it's one or maybe even two humps? Well, I'll tell you. I'll tell you what it is like when you ride a crazy camel.

One day me and my friend, [Sally,] went to the zoo. They were holding free camel rides. Every day [Sally] and I would go to the zoo to ride a camel, but today they had a new camel. His name was Ham, and boy was he wild. No body wanted to ride him. [Sally] and I thought he was to wild to ride so we chose another.

The next morning, I got up early to go to the zoo. No one was visiting the zoo because it was 5:06 in the morning. I found Ham sleeping in a seperate cage from the others. He looked so, so, lonely by him self. I really wanted to ride him. So, I found some reigns, a pad for his back, and grabbed a couple of waters for me and and Ham, even though he probably wouldn't need it.

After I woke Ham you can probably guess what happened. He went crazy. He went so crazy, that when I let him out of his cage, and he started kicking and yelling, he kicked some other camel in the eye that was sleeping. Then that one got up and started kicking up dirt and kicked the other camel in the head, then that one kicked another one in the stomach and they all started to kick and it was just a

mess.

When I got all the camels settled down, including ham, I put everything on him, opened the gate and got up onto ham and, wait! I got up onto him! I actually got up onto him! I rode him all the way through the zoo. I had to call [Sally] to tell her to come to the zoo and see him. I got off of ham and ran home as fast as I could. I called [Sally] and as soon as she got to my house, I made us run all the way to the zoo to see ham.

By the time we got to the zoo everyone was there. I ran over to ham's cage got on him and started riding. Everyone there was astonished. [Sally] wanted a turn to ride, but I had to stay on with her or else he would buck and kick.

Well, after a few years everyone was able to ride him. The crazy, wild ham everybody new was now a the sweet, gentle, star-attraction in the zoo.

Anchor Paper 13
Score Point 5

- The writing is focused on the topic of riding a crazy camel named Kam.
- There is a chronological organizational pattern framed by an interesting opening and closing. Transitions are used within and between paragraphs and move events through time (*One day, Every day, The next morning, After I woke, Then, When I got all the camels, By the time*). There is a sense of wholeness.
- Support is evenly developed with details throughout (*No one was visiting the zoo because it was 5:06 in the morning. I found Kam sleeping in a seperate cage from the others. He looked so, so, lonely by himself. I really wanted to ride him. So, I found some reigns, a pad for his back, and grabbed a couple of waters for me and and Kam, even though he probably wouldn't need it*). Word choice is sometimes precise (*boy was he wild, grabbed a couple of waters, got all the camels settled down, astonished, star attraction*).
- Despite a few minor spelling errors, conventions are generally correct. Sentences are complete, and various beginnings and lengths are used to make the writing more interesting and fluent (*After I woke Kam you can probably guess what happened. He went crazy. He went so crazy, that when I let him out of his cage, and he started kicking and yelling, he kicked some other camel in the eye that was sleeping*).

Whoa! Did you see that hump on that camel?! I was huge! I've always loved animals, and so does my friend [Ann.] But we've always loved camels, we'd be so ecstatic if one of us could go on a camel ride. But guess what, one day our dream became true!

We were watching the channel, Animal Planet, one of our favorite channels. And then there was a commercial, and a man was talking, he said: Have you ever wanted to travel all around your town? Well here's a way. You could do it on our camel, Buddy! Just call 1-800-Buddy and you could win! Right when we heard that we rushed to the phone, almost slipping on our socks! Quickly [Ann] punched the buttons 1-800-Buddy and you'll never guess what we heard.

"Welcome, you're the lucky winner!" said a lady like voice. "WHAT?" [Ann] cried. "This could be possible. We're only nine." Well you've just won a trip on the camel Buddy. But there's two of us I exclaimed. "Then take your pick" she said. [Ann] said "you can go," and she didn't have to tell me twice. I quickly said "I'm going like someone was going to take the chance away from me." And then she said "Okay, meet me down by the lake tomorrow at one o'clock it shouldn't take long." Then she hung up.

It was almost impossible to wait that long. I wish she could have let me go whenever I wanted to but I couldn't. So I waited and waited and waited. Finally it was one o'clock and I ran down to the lake, I ran so fast it felt like my

feet were going to fall off. When I made it there, I sat on the camel so fast I think I started the camel and me! So then the ~~lady~~ lady I think I talked to on the phone, told me all the directions. So I rode him. But I wish [Ann] was there. It was spectacular. Clip clip clip went his hooves. then the ride stopped, and I went home.

I told [Ann] about everything, how he felt, how he looked, smelled, and sounded. Then we turned on the T.V., it was the same man we saw that offered 1-800-Buddy. But now he was interduicing feeding Buddy's baby. I looked at [Ann] she looked at me and then we both rushed to the phone once again.

Anchor Paper 14 (page 3 of 3)

Score Point 5

Anchor Paper 14
Score Point 5

- This response is focused on winning a ride on a camel named Buddy, and the writer builds suspense in this well-crafted story (*It was almost imposible to wait that long. I wish she could have let me go whenever I wanted to but I couldn't. So, I waited and waited and waited. Finally it was one o'clock*).
- This response is organized from the introduction to the clever ending, and ideas transition from one event to the next (*Quikly [Ann] punched the buttons 1-800-Buddy and you'll never guess what we heard. "Welcome, your the lucky winner!" said a lady like voice*).
- Supporting ideas are adequately developed with specific details and some precise word choice (*But there's two of us I exclaimed. "Then take your pick" she said. [Ann] said "you can go," and she didn't have to tell me twice. I quickly said I'm going like someone was going to take the chance away from me*).
- The preponderance of the evidence indicates that the writer has control over conventions, despite some spelling errors. Strengths, such as punctuated dialogue and sentence variety (*"WHAT!" [Ann] cried. "This could be possible". "We're only nine!"*), outweigh errors in this response.

"Hello, King Tut!"

I was on a field trip with my old school and a couple of friends. Me and my friend [Molly] were looking around and got lost. Me and [Molly] got stuck in a sand storm and ended up in King Tut's pyramid! We went inside and found a coffin with a face on it and it had whips in its hands. [Molly] started to read the wall and then the coffin started to shake!! Me and [Molly] started to walk away but it just shook more! [Molly] said "[Siobhan], how did we get here and why are we running from a coffin?!" in a freaked out voice. [Molly] then said "All I did was read the wall paintings and it started to shake!" I responded "It's a curse, The curse of the Mummy! Ahhhhh!" [Molly] thought I was trying to scare her but it was in our History Book which luckily I had with me so I flipped to the page of the curse and showed it to her, then she said "I guess you were right, as right as turning right at the corner of a street! I'm sorry!!" I said "Oh, I forgive you but I think Mr. Mummy wants to thank you for something!" All of a sudden the coffin said "Bow to me and I shall set you free!" Ahhhhh!!! [Molly] yelled. Me and [Molly] started to run but King Tut got out of the coffin and

caught up to us! "Who knew mummies wrapped in toilet paper ran so fast!" I said. [Molly] yelled "Holy Father, Help Me, Ahhhhh!" All of a sudden the mummy said "You girls are as scared as an elephant being chased by a mouse! Hahahaha!" But we made it outside! We saw a camel which was the only way out, unfortunately me nor [Molly] knew how to ride a camel so we hopped on anyway and rode away! It took us 5½ hours to get to our campsite but we made it! [Greg] and [Tamika] said "Where were you guys?" Then [Molly] said "Don't worry long story, tell you later! Hahahaha!!!"

The End!

Anchor Paper 15 (page 3 of 3)

Score Point 5

Anchor Paper 15
Score Point 5

- The writing in this response is focused on events that take place on a school field trip, leading up to the camel ride (*Me and [Molly] got stuck in a sandstorm and ended up in King Tuts pyramid!, But we made it outside! We saw a camel which was the only way out*).
- The writing is organized by the grouping of ideas, and events progress through the narrative storyline. Transitional phrases are used (*We went inside, [Molly] then said, Me and [Molly] started to run, All of a sudden, so we hopped on anyway*). The story demonstrates a sense of completeness.
- Ideas are adequately supported with details and are tied together (*I responded "It's a curse, The curse of the Mummy! Ahhhhh!" [Molly] thought I was trying to scare her but it was in our History Book which luckily I had with me*). Word choice is sometimes precise and purposeful (*[Molly] yelled "Holy Father, Help Me, Ahhhhh!"*). The wording of the awkward metaphor about turning right at the corner lacks precision.
- The conventions of punctuation, capitalization, and spelling are generally followed. Sentences are complete and varied (*[Molly] said "[Siobhan], how did we get here and why are we running from a coffin?!" in a freaked out voice*).

One bright, sunny morning, [Edie] gloomily awoke from slumber. "There is never anything to do in the morning," [Edie] sighed. "Hey wait a minute! I can watch tv!" She excitedly slipped out of bed, scrambled across her bedroom, flopped on the navy blue couch in the loft and carefully switched on the tv. "Doooh! I LOVE Spongebob!" [Edie] hollered. "What's all the ruckus?" Mom questioned from downstairs. "Just watching Spongebob. Oh, well I guess commercials are on now." Just then a commercial switched on to a view of a camel. "Come today for out-of-this-world camel rides. Yes, they are in [Flamingo Grove]." Wow, camel rides! Those don't come around often! "Hey, mom!" [Edie] exclaimed. "Can I go on a camel ride? They are in [Flamingo Grove]!" Mom sighed "Anything to get you off the tv. Get ready quickly, please." In 10 seconds she was ready to go. [Edie] raced downstairs and dragged her mom into the car. After 15 minutes they finally found the camel rides. "Come on, Mom! Lets go!" Mom opened her wallet. "I have to pay first. You

go on ahead." [Edie] raced over to the tallest camel she could find. "Hello." The trainer said, "I'm trainer [Hannah]. And this is Juniper, the camel." Juniper grunted and spit. "But she is a bit active because of the cold weather." [Hannah] warned. After 2 minutes of difficulty, Juniper finally let [Edie] on her back. Suddenly Stripes, the barn cat, darted across Juniper's path "Neiiggghhhh!" Juniper snorted. Then she took off cantering dragging poor [Hannah] behind her. "WOAH!" [Edie] exclaimed, trying to stop her. No use, [Edie] just steered her into a car, an old lady and a dog. "STOP HER!" yelled [Hannah]. "DO SOMETHING!" [Edie] struggled. "I can't! She's too fast!" "JUST PULL!" [Hannah] cried. [Edie] tugged and pulled with all her might. Finally Juniper halted, leaving [Hannah] injured and [Edie] mind-numbed. [Hannah] hopped to her feet with all her strength, pulled [Edie] off Juniper's back and led her back to the barn. "Maybe I should of stuck with Spongebob." [Edie] said. "What a ride!"

Anchor Paper 16 (page 3 of 3)

Score Point 6

Anchor Paper 16

Score Point 6

- The response is focused on the topic of “[Edie]” seeing a camel ride advertised and the events that occur when she goes to ride one.
- The writing is organized logically from beginning to satisfying ending (“*Maybe I shoud of stuck with Spongebob.*” [Edie] said. “*What a ride!*”). Transitions are used to move events through time (*One bright, sunny morning; After 15 minutes; After 2 minutes of difficulty; Then she took off; Finally Juniper halted*).
- Details provided as support are ample and relevant (*Just then a commercial switched on to a view of a camel. “Come today for out-of-this-world camel rides. Yes, they are in [Flamingo Grove].” Wow, camel rides! Those don’t come around often! “Hey, mom!” [Edie] exclaimed. “Can I go on a camel ride?”*). The writer demonstrates a mature command of language (*excitedly slipped, scrambled across, flopped, ruckus, grunted, difficulty, darted across Juniper’s path, halted*).
- Conventions are generally correct, and sentences are complete and varied (*She excitedly slipped out of bed, scrambled across her bedroom, flopped on the navy blue couch in the loft and carefully switched on the tv*).

I will never forget the time I had a chance to ride a camel. It was an exciting day for me when I heard I was going to Egypt for vacation. I was packing my bags with a smile on my face from ear to ear. We hopped on [Terminator] Airlines and before I knew it I was in Egypt! In Egypt, I had the time of my life by hands exploring everything. Before I knew it, three days past in this hot wonderland and it was time to go. There was just one problem... We were stuck in Egypt!

"No airplanes or cars or anything?" I screech in a panicked voice. "I'm afraid not" My father replied with a glum face. My heart was racing so fast I thought it was going to burst out of my chest. My face was as pale as the sand. "Would we be stuck here forever?" I analyzed with my hands on my face. "Will we starve?" I worried. But before I could ponder one more time... "Bump" A giant object with three round humps knocked me to the ground. "Camel, I'm trying to ponder here" I state. And that's when it hit me. "Ding!" A light bulb popped in my head.

"We'll ride the camel home!" I thundered with joy. At first, my family looked as if I was losing my mind. My brother [David] made the look so sign at me. But after five minutes or so, they started to nod their heads. And off we went. I carefully climbed onto this huge beast and we rode. It was amazing. It felt like I was on top of the world. My fellow siblings must have had sympathy towards me because their mouths were open in

astonishment. It was an exquisite sight! There were adorable miniscule rats that were scurrying the desert floor searching for food. Tall cacti were everywhere. The sand looked like an everlasting ocean. A tiny rattlesnake peered out of its hole and it turned away so quickly it made the camel jump. "I hate snakes!" I mumble under my breath as I shake from the thought of it. After about three hours, when the camel stopped, my heart jumped for joy at the thought of being home. But I knew it was too good to be true so I peeked over the enormous head of the camel and found a giant cactus field. There were millions of cacti everywhere! "What are we going to do?" I ~~snap~~ snap. But before I could think of a plan, the colossal camel squatted down, and leaped as high as the Eiffel Tower! And after that it was smooth sailing. We made it over the field and on our way home.

That night, as I was flipping through the channels in my bed, I came upon Animal Planet. And across the screen it read "CAMELS" Oh boy here we go again!!

Anchor Paper 17 (page 3 of 3)

Score Point 6

Anchor Paper 17**Score Point 6**

- The writing in this story is focused on a family being stuck in Egypt and riding camels to get home.
- The storyline is organized with a problem/solution structure and follows a logical progression of ideas. Events transition smoothly within and between paragraphs (*A light bulb popped in my head. "We'll ride the camel home!" I thundered with joy. At first, my family looked as if I was losing my mind. My brother [David] made the kookoo sign at me*).
- Ample development of supporting ideas is offered with specific, relevant, and descriptive detail (*The sand looked like an everlasting ocean. A tiny rattlesnake peeked out of its hole and I turned away so quickly it made the camel jump. "I hate snakes" I mumble under my breath as I shake from the thought of it*). Language is mature and masterful (*smile on my face from ear to ear, hot wonderland, panicked voice, glum face, analyzed, ponder, fellow siblings, sympathy towards me, adorable miniscule rats, scurrying, cacti*).
- Conventions of written language are generally correct. The use of various sentence structures adds fluency and enhances understanding (*After about three hours, when the camel stopped, my heart jumped for joy at the thought of being home*).