



2010 FCAT WRITING

GRADE 4
NARRATIVE PROMPT
ANCHOR SET



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Introduction

Student papers are scored following administration of the FCAT Writing assessment each February. 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. These elements are not scored separately or analytically. More information about the holistic scoring method and links to the FCAT Writing rubrics are available at <http://fcat.fldoe.org/rubrcpag.asp>.

Structure of Anchor Sets

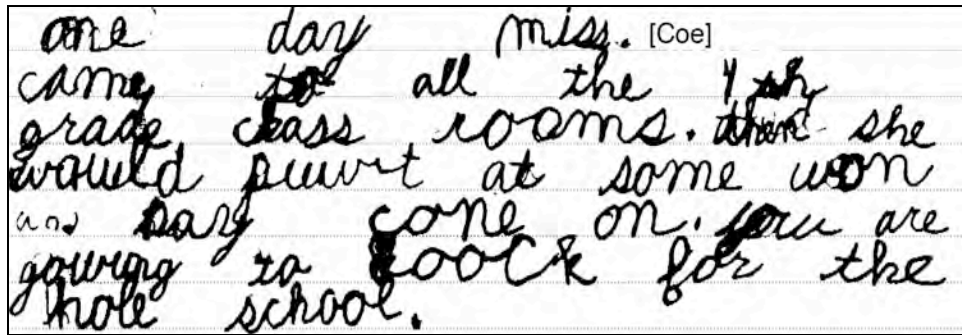
The released 2010 FCAT Writing Anchor Sets for Grades 4, 8, and 10 contain examples of responses used as training materials for the 2010 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. For spring 2010, only one type of prompt per grade was administered for FCAT Writing; thus, for each tested grade, one Anchor Set was used.

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

The Grade 4 narrative prompt directed the student to write a story about a day some 4th grade students made lunch for the school.

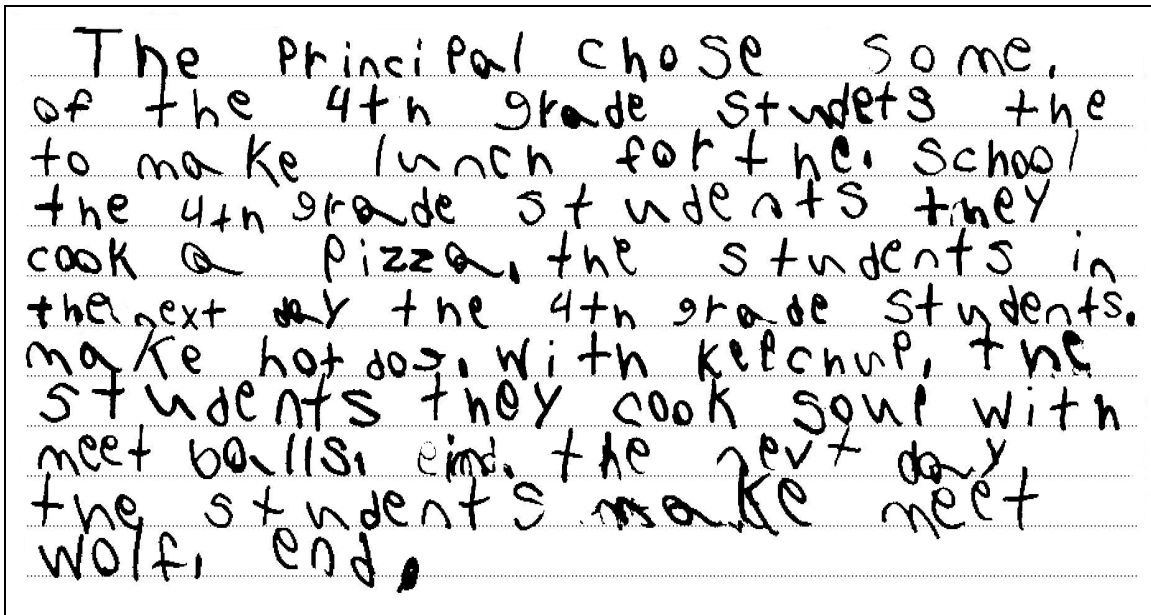
Anchor Paper 1 (Page 1 of 1)

Score Point 1



one day miss. [Coe]
 came to all the 4th
 grade class rooms. then she
 would point at some won
 and say cone on. you are
 going to coock for the
 hole school.

This brief response minimally addresses the topic, and there is little development of supporting ideas (*then she would point at some won and say cone on. you are going to coock for the hole school*). A narrative organizational pattern is questionable because of the brevity of the response, but use of "then" does signal slight movement through time. Word choice is limited, and frequent errors occur in the basic conventions of spelling, capitalization and punctuation.

A photograph of a student's handwritten response on lined paper. The text is written in black ink and is somewhat difficult to read due to the handwriting and some corrections. The text describes a sequence of events where the principal chooses some 4th grade students to make lunch for the school. The students then cook a pizza, followed by hot dogs with ketchup, and then soup with meat balls. The text ends with "the next day the students make meet wolf, end." There are several corrections and additions in the original image, such as "the next day" being written over "the next" and "make meet wolf" being written over "make".

The principal chose some of the 4th grade students the to make lunch for the school the 4th grade students they cook a pizza, the students in the next day the 4th grade students, make hot dog, with ketchup, the students they cook soup with meet balls, end, the next day the students make meet wolf, end.

The response briefly addresses the topic of fourth graders making lunch. Little attempt to organize this response is exhibited, but the repeated use of "the next day" does signal some movement through time. Supporting ideas are offered as a list (*they cook a pizza. The students in the next day the 4th grade students. make hot dog. with ketchup. The students they cook soup with meet balls . . . make meet wolf*). There are frequent errors in spelling, punctuation, capitalization, and sentence structure.

Anchor Paper 3 (Page 1 of 1)

Score Point 1

If my principal picked some fourth graders to make school lunch it would probably taste gross. We would not know how to cook and we would not know what to do. We would not know how to do it.

If I had to cook the kitchen would be on fire. I would not know what I would be doing. The food would even look bad.

I would not cook if the principal asked me to cook. I would say no because I don't know how to cook.

This response attempts to address the topic of why fourth graders should not cook lunch for the school. The writing does not exhibit an organizational pattern; the order of the sentences could be changed without affecting their meaning. No transitions are used. Support is sparse and repetitious; word choice is limited (*We would not know how to cook and we would not know what to do. We would not know how to do it. If I had to cook the kitchen would be on fire. I would not know what I would be doing . . . I would say no because I don't know how to cook*). Conventions are generally correct.

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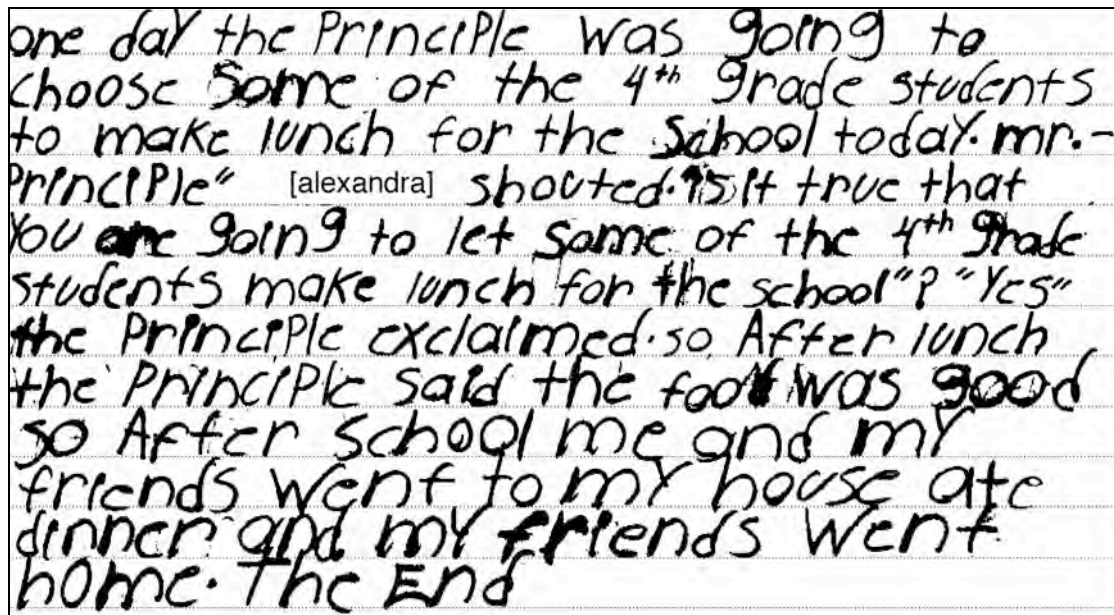
Score Point 2

One day at [Orsini] elementary the principal asked if some fourth graders if they could make lunch for school the whole class asked how come we have to make the food!! Then the principal said we don't have enough food to feed the school. Said the principal. So the whole class were making different types of food pea'nut butter and jelly sandwiches cookies, some even brought milk. The whole place was filled with food the cookies made were good they were chocolate.

This response is related to the topic, telling what happens one day at "[Orsini] elementary." Although the writing does include "One day" and "then" to signal movement through time, the organizational pattern is limited. A few supporting ideas are offered, but the connection about making food and the lack of food may be illogical (*the whole class asked "how come we have to make the food". Then the principal said "we don't have enough food to feed the school". Said the principal.*) The rest of the response is a list of the foods made (*So the whole class were making different types of food pea'nut butter and Jelly sandwiches, cookies, some even brought milk*). Errors in conventions do not impede understanding.

Anchor Paper 5 (Page 1 of 1)

Score Point 2

A photograph of a student's handwritten response on lined paper. The text is written in black ink and follows a simple narrative structure. The student describes a principal choosing 4th grade students to make lunch, a conversation about the decision, the lunch being served, and the students going home. The writing includes several errors in capitalization and punctuation, such as 'Principle' instead of 'Principal' and missing commas in dialogue. The text ends with 'The End'.

This response follows a simple story line of the principal choosing some students to make lunch one day for the school. Though focused on the topic, only a few brief details are included as support (*mr. Principle "[alexandra] shouted. is it true that you are going to let some of the 4th grade students make lunch for the school"? "Yes" the Principle exclaimed*). Little evidence of an organizational pattern is exhibited, but simple transitions, such as "So After lunch" and "So After school," signal some movement through time. Errors in conventions do not interfere with meaning.

One day the principal chosen to make lunch and so the principal chosen 4th graders and he chosen 3 people and one of the 3 people was my friend [Luke] and we were both happy.

Today was the day the 3 lucky people got to make lunch. It was lunch time when we got to lunch the food was amazing! They made cake and they brought in candy and no [Mark] root beer it was good.

That was the first cook and now he is the 2 cook she made pizza and root beer for the drinks and for dessert she made ice cream it was also good.

And now my friend [Luke] made the best he had root beer float for drinks chicken and double chicken cookies I was so happy and I had a stomach ache

So after school when me and

Anchor Paper 6 (page 2 of 2)

Score Point 2

[Luke] were waking home I told him
great job, and his was the best.
and startied waking home and
thinking this was the best school day.

The response is related to the topic, attempting to focus on the story of three "lukey peopel" who get chosen to make the school's lunch. The writer also attempts to organize the events, and some transitions are used that do signal movement in the story (*Ond day, Today, And now, So after*). Development of support is either inadequate or awkwardly stated (*It was lunch time when we got to lunch the food was amasing! They made cake and they brought in candy and no [Mark] rootbeer it was good. That was the first cook and now he is the 2 cook*). Word choice is limited. There are frequent errors in punctuation and capitalization, and commonly used words are misspelled.

One peaceful morning I was in the principal's office I had no idea what she was going to tell me you won't believe what happened next.

She told me that I was going to cook for the whole school tomorrow. "I can't believe it," I said. She said "I wonder what you are going to cook." Me too.

The next morning I was in school and it was lunch time and I was giving out the food and they all seemed to like it a lot. In less than a couple of minutes a food fight started "Nooooo" I said.

An hour later the principal came in and told all the kids to stop. She asked all of the kids in the cafeteria about the kid that started it. We all participated to [Will]. Glad it's over.

I will never forget the day I had to cook for the whole school.

The
End

thank you and
goodnight.

This response is generally focused on the topic, and the writing is organized. Transitions are used in this brief narrative (*The next morning, An hour later*), and each paragraph ends with the writer's summarizing thought (*Me too, "Nooooo" I said, Glad it's over*). Support is provided with some extended details, though in some areas the details are not very specific (*In less than a couple of minutes a food fight started*). Events move quickly through time without sufficient development, so the paper lacks a sense of wholeness. Word choice is adequate but limited, and sentence structure sometimes varies. Some commonly used words are misspelled, but understanding is not impeded.

Anchor Paper 8 (page 1 of 1)

Score Point 3

Wow! I just saw on a sign that some 4th grade students are going to make school lunch for a day because the lunch lady's are sick. Guess who is going to do it. O.k., you got it right, me! First, let me tell you who else is going to do it. My two best friends, [Brita], and [Becca]. [Brita], [Becca], and I looked all around the kitchen for the ingredients. We were making pizza. Second, after we got the ingredients we started cooking. We had a lot of fun. We got dough everywhere. We all made two types of pizza. We made pepperoni and cheese pizza. Third, when we were finished making the pizza, (Boo hoo) we started serving it. At first everyone was getting their pizza, a lot of people took pepperoni. After that more people started taking cheese. With the pizza for a vegetable we gave out broccoli, & for a fruit we gave out oranges. Last, I'll never forget the time me and my friends cooked a school lunch. As mom always says "just keep trying"!

The response is generally focused on the topic of the narrator and two friends making school lunch one day. The response is organized sequentially (*First, Second, Third, After that, Last*). Each step in the story is supported with some detail (*First, let me tell you who else is going to do it. My two best friends, [Brita], and [Becca]. [Brita], [Becca], and I looked all around the kitchen for the ingredients. We were making pizza*). Word choice is adequate, and knowledge of conventions is demonstrated. While there has been an attempt to vary the sentence structure, most sentences are simple constructions.

The PRINCIPAL chose some students to
 Mack lunch for the kids in the school
 because the lunch ladies got sick. The
 reason that the lunch ladies got sick is
 because a boy had got sick and when
 he was going thru the lunch line he sneezed
 on all of them. And now they have
 the flu. So the 4th graders were making
 lunch the kid that was making the chicken
 nuggets over cooked them so they did not
 taste so good. And the kid that was making
 the salad cooked it and it tasted really bad.
 I don't know how they could even eat it.
 The last kid made grilches and that
 was absolutely great the kids thought it was
 great and even the Principal thought it was grate.
 And do you now how that kid was it was....
 Me. And from that day forward if the lunch
 ladies ever got sick I would fill in for them.
 And I even started my own show called
 amazing cooking with [Jalen]. it got really
 popular and every body watched it.

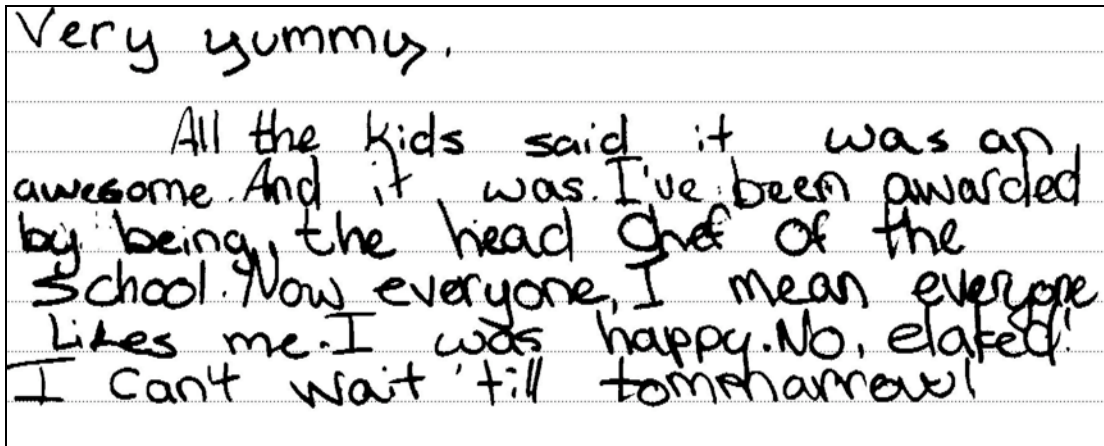
This narrative response is generally focused on the day the principal chose students to make lunch when the lunch ladies were sick. Each idea is extended with some specific detail as support (*because the lunch ladies got sick. The reason that the lunch ladies got sick is because a boy had got sick and when he was going thru the lunch line he sneezed on all of them. And now they have the flu*). The story is organized, and transitions are used. Word choice is adequate, though sometimes vague (*the kid's thought it was great and even the Principal thought it was grate*). There are some errors in conventions, mostly in spelling, but communication is not impeded. An attempt has been made to vary sentence structures.

One day my principal, Ms [Homes] came to ~~out~~ classroom and told us that ~~one~~ of us is going to make lunch for everyone. She chose me. I was confused. Very Confused. But I was happy to make lunch for everyone!

I walked into the kitchen. It was everything I imagined it would be. I went to get a hair net so I wouldn't get hair in the food. Then I wondered what to make. I went to get my ingredients so I could make lunch. Then I went to get pots so I could cook it.

I was making lunch. When it was time I put it in the oven. Several minutes later it was done. Next I put it out nicely for everyone to see what I made. And let me tell you. It was a good-looking Chicken pot-pie.

Minutes later the kids came in for lunch. They all got in line for lunch. Everyone got lunch. After they got lunch everyone sat down to eat. Everyone ate it all up. They all said it was



Very yummy.

All the kids said it was an awesome. And it was. I've been awarded by being the head chef of the school. Now everyone, I mean everyone likes me. I was happy. No, elated! I can't wait 'till tomorrow!

The response is generally focused on the topic. The story is organized by the timeline of the day. In some areas of the response, the writer uses specific details to develop the support (*I went to get a hair net so I wouldn't get hair in the food. Then I wondered what to make. I went to get my ingrediants so I could make lunch*), while in other areas the supporting ideas are repetitious (*They all got in line for Lunch. Everyone got Lunch. After they got lunch*). The story has a sense of completeness as the writer moves from being confused at the start to feeling elated by the end of the day. Word choice is adequate, and knowledge of conventions is demonstrated. Commonly used words are usually spelled correctly. There is some variety in sentence structures.

One day My teacher Ms. [Peterson] was teaching us Science. Then the intercom went off an [Mrs. S] announced that she was going to choose someone from 4th grade to Cook lunch. Me and, [Kaitlin], and [Hannah] decided that we all wanted to cook. We crossed our arms, legs, fingers, toes, and our sparkly brown and blue eyes. Then she said she is picking a name out of her hat and she pick a name. It said [Kaitlin Jones]. Me and [Hannah] were sad for us but happy for [Kaitlin]. [Kaitlin] left class to the principal's office but she told me and [Hannah] that she was going to cook her favorite food. Me and [Hannah] knew it was going to be golash/she liked golash because it had a funny name. Two hours past and it was lunch time [Hannah] and I didn't want to go because [Kaitlin] was cooking golash. But we had to go when we got there [Hannah] and I were first in line. We seen [Kaitlin] in the kitchen. She came running to us because she was having fun. Then I looked back and seen golash coming out of the oven. I talked [Kaitlin] but she didn't know what to do. So she told [Danielle] [Danielle] was the school's

lunch lardie. She made grate food.
 [Danielle] open the oven and clean
 the oven. Then [Kaitlin] made a
 fresh batch. And gave me and
 [Hannah] some. We took our spoons
 and dug in. It was all slimy
 but we still ate it because
 [Kaitlin] made it. Then lunch
 was over and we all went to
 class except for [Kaitlin]. She
 still had to cook. Later [Kaitlin]
 came back to class and told us
 all about cooking she said
 it was awesome. And she told
 us they were going to pick
 tomorrow and we couldn't wait.
 So I went home at the end
 of the day waiting till tomorrow
 the end

This story is generally focused on the topic, although it contains some loosely related information. Though somewhat rambling, it is organized chronologically. Development is provided through specifics and details ([Kaitlin] left class to the principal's office but she told me and [Hannah] that she was going to cook her favorite food. Me and [Hannah] knew it was going to be goulash! She liked goulash because it had a funny name). At times, detail is added that does not advance the story (So she told [Danielle], [Danielle] was the school's lunch lady. She made grate food). Knowledge of the conventions of punctuation and capitalization is generally demonstrated. There has been an attempt to vary sentence structures, and word choice is generally adequate.

One day at [Oak Tree Elementary] there were three kids going to make food at lunch. Their names were [Javier], [Dax], and [Aaron]. The principal told [Javier], [Dax] and [Aaron] that they could make lunch that day. [Aaron] said "this is going to be a DISASTER!". There were the schools newspaper guys there. It was the first time kids had ever made lunch! This could be in the World Record book of longest lunch line ever. Wow!

For dessert they made a ton of stuff. They didn't even have lunch yet. That's kinda odd. They made cold Pumpkin Pie with whipped cream. A cold Coke float with orange and yellow gummy bears. Fleshy baked cookies with hersey's in them. Over done Blowies with Ice cream. So now everybody had bellyaches. It was a ruff day for the kids.

One kid even threw his mashed potato (from home at [Javier], [Dax] and [Aaron] were chuckling at [Javier] because his pitch white nose. Then [Dax] got a grape up his nose and couldn't get it out but the ambulance came and used Pliers to get it out of this nose. Now everybody thought it

Anchor Paper 12 (Page 2 of 2)

Score Point 4

was funny.
 Then everybody stopped throwing
 food and began to clean up. Now
 everyone got expelled except [Aaron].
 But [Aaron] went with his friends
 to a new school. [Fairfax] Elementary!
 Now, what could happen there!
 Well it's a mystery!

This story, about making lunch at [Oak Tree Elementary], is focused on the topic. There is an evident narrative organizational plan, where details of the "DISASTER" are woven throughout the story. Although the dessert paragraph is extended with list-like support, the "mashed potato" idea is supported with specific elaboration (*One kid even threw his mashed Potato from home at [Javier]. [Dax] and [Aaron] were chuckling at [Javier] because his pitch white nose. Then [Dax] got a grape up his nose and couldn't get it out but the ambulance came and used Pliers to get it out of his nose. Now everybody thought it was funny*). Knowledge of the conventions of written language is evident. There is variation in the sentence structures used, and the paper demonstrates a sense of wholeness.

"What, I can't believe it." [Holly] cried. "It's true!" I exclaimed. Yes, that is how it started on a warm, summer day, the principal has decided to pick 4th graders, and make them deliver, serve, and make today's lunch at [Palm Road] school. He's doing it because all the lunch ladies are sick." [Paul] replied. Just then, the principal walks in. "I need [Holly], [Paul], and [Nick R.] to report to the cafeteria for kitchen duty tomorrow," [Mr. Winch], the principal announced. Our mouths dropped open. "But, sir... nobody here knows how to cook big meals!" I cried out. "Well you better learn quick because I'm having a school lunch tomorrow." [Mr. Winch] replied.

So the next day, we decided to think of simple recipes that you could eat EVERY day for breakfast, lunch, or dinner. The best one that we came up with was eggs and toast for breakfast when the children came in early. But of course we BURNT the toast... and instead of flipping the egg up, we flipped right into a girl's tray. Oh and boy, we got in trouble because she ran and called her mom but you should of seen ^{the look on} her face!

So then we made a meat ball sub, at least we tried to but we forgot to wash our hands. So then the principal yelled "I'll give you ¹ more chance! and that's all we needed.

I then decided to make an old family recipe, eggs with potatoes! Oh and boy it was a hit! So to celebrate our victory in the kitchen, we got help and made a magnificent, enormous, cherry pie!

Anchor Paper 13 (Page 2 of 2)**Score Point 5**

This response is focused and has adequate development of supporting ideas. Dialogue is used purposefully in the first paragraph ("*I need [Holly], [Paul], and [Nick R.] to report to the cafeteria for kitchen duty tomorrow,*" *[Mr. Winch], the principal announced. Our mouths dropped open. "But, sir . . . nobody here knows how to cook big meals!" I cried out. "Well you better learn quick because I'm having a school lunch tomorrow"*). A narrative organizational pattern is evident, and transitions are effectively used to move the reader through time (*So the next day, so then, I then*). The concluding paragraph is somewhat hurried, but the conflict is resolved, creating a sense of wholeness. Word choice is sometimes precise (*simple recipes, flipping the egg, celebrate our victory*), and knowledge of conventions is demonstrated. Various sentence structures are used throughout the story.

"Really? you want us to make school lunch today?" I questioned along with my best friends [Leighna] and [Dominique]. "Yes, I do, I heard you're the best cooks in this fourth grade." Replied our principal Mr. [Garcia]. My friends and I had been chosen to make today's lunch at school. I have a feeling this should be fun.

Immediately afterwards, we got started on lunch. We were making french vanilla pie. That was our specialty dish, because of our secret ingredient. Every kid gets one pie. I hope we have enough ingredients. Sugar, cinnamon, vanilla, and fresh pie crusts were what made it our specialty, cinnamon our secret ingredient. But know one could know. " [Dominique] do we have enough ingredients?" I hollered loudly "Check!" [Dominique] yelled back. The principal sure will be happy I thought proudly.

"Brrring!" the bell rang and the kids came crashing through the doors, eager to see what was for lunch. I couldn't think of one kid who wouldn't like today's lunch. As soon as the kids saw what was

being served they nearly mauled each other over the pie, this was going to be the craziest lunch ever. The kid who made it last in line was as big as a bear! After he got his pie he yelled "Food fight!" and slammed a pie into ~~the~~ the kids faces. Before I knew it everyone was throwing our pies. [Dominique] [Leighna]

and I hid from the principal. But he found us. Even though it wasn't our fault we were ordered to scrub the cafeteria with a toothbrush!

All in all, I feel like this was my best lunch yet! But next time if I'm chosen I'll make sure of three things, one don't make pie, two make sure nobody will start a food fight, and three make sure your principal will be ok with food fights... just incase.

This response is focused on the topic of making French vanilla pies for school lunch, and the writer provides adequate development of supporting ideas (*Immediately afterwards, we got started on lunch. We were making french vanilla pie. That was our specialty dish, because of our secret ingredient. Every kid gets one pie. I hope we have enough ingredients. Sugar, cinnamon, vanilla, and fresh pie crusts were what made it our specialty, cinnamon our secret ingredient*). A narrative organizational plan is evident from beginning (being asked to make the lunch) to end (making sure the principal doesn't mind food fights), and transitions are used between and within paragraphs (*Immediately afterwards, "Brrring!", Before I knew it, All in all*). Word choice is often precise (*specialty dish, crashing through the doors, eager to see, nearly mauled each other*). A sense of wholeness is demonstrated. Knowledge of conventions is evident, and various sentence structures are used.

As I crossed my fingers, I thought to myself, "Please, please, choose me!" The principal came into our fourth grade room and said, "Hey kids I am picking some fourth graders to cook lunch for one day!" This was my lucky day, she chose me and my two best friends [Jackson] and [Alfonso]. We were in for a great surprise because we did not know what we were doing and forgot to put cheese on the pizza.

Let me take you back in time. This is what happened. We went in the cafeteria and asked the lunch lady what are we supposed to do. She tells us that we are to prepare 700 pizzas. [Alfonso] and I thought that this was going to be a crazy day. "Yippee," said the lunch lady, "I am going home and have a day off." [Jackson] got the ingredients, [Alfonso] gets the oven warm, we put the pizza in the oven after I put the pepperoni on. Making pizza is as much fun as riding a Kawasaki motorcycle.

About half an hour later, we take the pizza out of the oven and cut it in square pieces. The knife was so fast that I was done in a minute. We served the pizza to the students. All of a sudden, we hear the students shouting, "This tastes awful! What did you guys do? All we taste is tomato sauce and dough." [Alfonso] and [Jackson] said that

we didn't realize that we forgot the cheese. The cheese was in the kitchen in the refrigerator. How could we forget the cheese? We felt really bad.

Three minutes later [Alfonso] [Jackson] and [Cruz] ran back to the kitchen. Acting quickly we found the sliced cheese in the refrigerator. [Alfonso] was doing his Michael Jackson dance as he threw cheese on the pizzas. As quick as a superhero [Cruz] and [Jackson] put the pizzas in the oven. The oven bell went "Ding, ding, ding." As fast as we could, we brought them to the kids like servant this time, so they could be happy after so many mistakes. [Alfonso] asked the students how they liked the pizza now. All the kids were shouting, "This is the best pizza ever! You guys are the best lunch ladies!"

We learned that when you are cooking pizza to get a cookbook and follow directions so that we will not mess up and remember to put the cheese the next time.

This response is focused on the topic of three friends making lunch. The writing is organized chronologically (*Let me take you back in time, About half an hour later, All of a sudden, Three minutes later, As fast as we could*). Supporting ideas are offered with adequate development (*we take the pizza out of the oven and cut it in square pieces. The knife was so fast that I was done in a minute. We served the pizza to the students. All of a sudden, we hear the students shouting, "This tastes awful! What did you guys do? All we taste is tomato sauce and dough!"*). Word choice is adequate, but the forced attempt to include similes produces unrelated images (*Making pizza is as much fun as riding a Kawasaki motorcycle, As quick as a superhero*). The introduction of a new character [Cruz] in the last body paragraph is a minor lapse. Various sentence structures are used, and conventions are generally followed.

Anchor Paper 16 (Page 1 of 2)

Score Point 6

We didn't mean to make the cafeteria look so messy. We didn't even do anything. Why did we get detention for a month? Here's what really happened.

It was nearly lunch time when the principal made an announcement over the intercom. "Starting today I will be choosing three fourth graders to day to work in the cafeteria. The three children who will work today are [Drew], [Maddy], and [Jenibelle]." [Drew], [Jenibelle] and I looked at each other and groaned. The school bell rang and we dragged ourself to the cafeteria. We got in our blue uniforms and got to work. I served pepperoni pizza on a tray. [Jenibelle] served mashed potatoes and gravy. [Drew] got the easiest job. All she did was hand gatorades to students. This is when it started to get messy.

A snobby third grader came to line. I gave him a pizza slice. He moved on. When he got to [Jenibelle] we were in for a mess. She gave him mashed potatoes and apparently he didn't want it. He picked it up by his hands and slopped it in her face. [Jenibelle] was angry. She threw some back at him and squirted gravy in his face. Then some other kids started

Anchor Paper 16 (Page 2 of 2)

Score Point 6

throwing there plates in other peoples face. More and more kids joined in and what do you get. A food fight. Ketchup, pickles, pizza, and alot of other food flying everywhere. Child ren were using trash can lids as sheilds and were hiding under lunch tables to protect themselves. The principal walked in and splat slipped on a banana peel, [Drew], [Jenibelle], the snobby third grader and I got detentia

Detention was a bore, all you could hear was clocks ticking and pencils tapping. I don't think I'll ever work kitchen duty ever again.

This response is focused on the topic, and there is a logical organizational pattern. Beginning and ending with references to detention, the writing engages the reader throughout, demonstrating a sense of completeness. Carefully selected details are provided as support ([Drew], [Jenibelle] and I looked at each other and groaned. The school bell rang and we draged ourself to the cafeteria. We got in our blue uniforms and got to work. I served pepperoni pizza on a tray. [Jenibelle] served mashed potatoes and gravy. [Drew] got the easiest job. All she did was hand gatorades to stundents). The transitions used to organize the story are sophisticated (Here's what really happened, This is when it started to get messy). The writer demonstrates a mature command of language (snobby third grader, using trash can lids as shields, clocks ticking and pencils tapping). Sentences are complete and purposefully varied.

"5x1 = what [Brady]?" my teacher Ms. [Adison] asks.
Principal [Lodz] interrupts as she jumps in the classroom as fast as a cheetah. "You lucky ducks get to cook today." She exclaimed. "Yay! Woo-hoo! Golly!" I heard all of the students reply. "Let me talk about it with you! We put all grades from kindergarten to 5th in a ^{magic} box. Then we picked it out and it said ^{4th} 4th Grade! Why don't you line up and follow me to the lunchroom."

When we got into the lunchroom, it was all neat and tidy, no lunch lady serving up mystery meat. This was going to be ^{extraordinary} ~~fun~~. We followed and listened to the principal as she led and told us about the lunch room. Principal [Lodz] left us to do our ^{own} job and told us to be ready for her when she checks on us every half-an-hour. We got our hands cleaned, and got comfortable before we even started cooking. We are ready now. Let's see what 4th graders can cook!

Splish! Splash! Splat! We were having an enormous food fight! There was food flying everywhere. All of the food we cooked up was ruined. I wonder what Principal [Lodz] was going to say about this. It was almost time for her to come in and check on us. 2 minutes. 30 seconds. She's here! "What is this ^{horrible} riot going on here?" she asked suprisingly. Right when she asked that, we all stopped. Chatters spread around the room. "You need cooking lessons!" Principal [Lodz] exclaimed.

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We were led by her all the way to a chef class two ^{long} miles away from our school. "Wee Wee! I'm your French chef, [Giselle]," the French chef, introduced. She went on with a huge lesson about how to cook, how to behave when cooking, and a "What is the Use of a Spatula?" lesson. She was putting me, and all of the other students, in torture. We sat there for hours listening to her jabbering. "... and that's how you flip a crepe! Good-bye," she was finally done with her speech, and it was time to go back to the cafeteria. [Keiko], hand me the peppers. [Hammond]... "everybody was cooking like real chefs. We made crambolas, fish a la king, and a zillion other gourmet meals. That cooking lesson really ^{helps} paid off." When it was time to go, the principal almost had a heart attack with how neat and tidy the cafeteria was. She said we did an excellent, amazing, superb, extraordinary job!

Focused on the topic of fourth graders making lunch one day, this story progresses logically from beginning to end. The writer provides ample development of supporting ideas (*When we got into the lunchroom, it was all neat and tidy, no lunch ladies serving up mystery meat. This was going to be extraordinary. We followed and listened to the principal as she led and told us about the lunch room. Principal [Lodz] left us to do our easy job and told us to be ready for her when she checks on us every half-an-hour. We got our hands cleaned, and got comfortable before we even started cooking*). The writing demonstrates a mature command of language as humor is interjected in the story ("Wee Wee! I'm your French chef, [Giselle], the French chef introduced. She went on with a huge lesson about how to cook, how to behave when cooking, and a "What is the Use of a Spatula?" lesson). There is precision in word choice and variety in sentence structures.

It was a warm May morning at [Citrus Glen] when the announcements came on. At the point where they announced names of who would cook the days lunch, I got excited when they called my name, [Cody's] [David's] [Mac's], and [Thomas's]. What a coincidence; we're all best friends. What I didn't know was that this would prove to be the most exciting and scariest day ever!

Over the course of one minute, we all decided what we were making immediately. It was pizza, no doubt about it. We went down to the lunch room and told the lunch lady our choice. At that point, they drove down to Publix to get what we needed. We talked about how amazing it was that we got picked, and that we got to make the entire school's lunch! [Mac] and [David] did a dance, [Thomas] pumped his arms, and [Cody] and I just grinned from ear to ear.

When the food arrived, we started working. We must of cranked out a whole pizza in five minutes! Students started coming in, and we already had seventeen pizzas! We needed twenty-five, so we kept working. The lunchroom was full on the twenty-fifth, which just so happened when something catastrophic happened that didn't seem real. I was putting pepperoni-flavored hot sauce on the pizza, and too much came out. Then, this doesn't even sound like it has a smidgen of an atom of a chance at all, the

pizza started to grow, and grow, and grow, and grow! It kept growing until it was a gigantic, fire-breathing, pepperoni pizza! We were all very, very scared. Even [Cody] was scared, the bravest of us five. Excuse me, four, [David] had just run out of the room in a fit of what looked like screaming terror. The pizza was in the main room, thinking about eating the second graders in his cheesy right hand or the fifth graders in his crusty left hand first. He ate the three, chubby, screaming fifth graders.

We all heard a loud war cry coming from the entrance. When we looked over, we saw [David's] confident face. He was carrying his Super Blaster water gun. After wandering around, he squirted the monster and it shrunk. He shot again, and it shrunk some more. After [David] was through with him, he was nothing but a big mess. [David] had saved the day!

Hours later, interviewers came to talk to [David]. He said he knew that the cause was hot sauce, and to put out hot, use water. Whatever he was thinking when he saved our school, it was a smart thought, because now there are ~~no~~ pizza monsters at [Citrus Glen] Intermediate School!

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This imaginative story is focused on the topic and has a logical organizational pattern. The writing is organized by the story line, and transitions are used effectively. Ample development of support is provided (*I was putting pepperoni-flavored hot sauce on the pizza, and too much came out. Then, this doesn't even sound like it has a smidgen of an atom of a chance at all, the pizza started to grow, and grow, and grow, and grow! It kept growing until it was a gigantic, fire-breathing, pepperoni pizza! We were all very, very scared. Even [Cody] was scared, the bravest of us five. Excuse me, four, [David] had just run out of the room in a fit of what looked like screaming terror*). [David] cleverly returns with a "confident face" as the hero of the story, providing evidence of a well-planned response. The writing demonstrates a mature command of language, including precision in word choice (*Now, the pizza was in the main room, thinking about eating the second graders in his cheezy right hand or the fifth graders in his crusted left hand first. He ate the three, chubby, screaming fifth graders*). Various sentence structures are used.