



**WRITING+**

# **FCAT 2008**

**GRADE 4  
NARRATIVE**

**ANCHOR SET**



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## Anchor Paper 1-A

When ever I play a game with  
my brother I win or tie. We all ways  
argue about wich game were  
going to play. After we choose  
a re game we argue who goes first

## **Anchor Paper 1-B**

### **Score Point: 1**

This brief response minimally addresses the topic, and no organizational pattern is apparent. Supporting details are sparse and inadequately developed: “We all ways arugue about wich game were going to Play. After we choose are game we argue who goes first.” Word choice is limited, and sentences are simple constructions. Some errors occur in conventions, but these do not impede the meaning of the response.

**Anchor Paper 2-A**

What happens when you play with your friends?  
Your friends? Sometimes when I play with my friend  
One of them thought of it. It gives me a headache.

Sometimes he hits his botner. That's why I  
don't play with him. He's mean! He don't share.  
He's 6 years old!

Well that's what happens. Goodbye.

## **Anchor Paper 2-B**

### **Score Point: 1**

This brief response focuses on the topic, but there is little evidence of an organizational pattern. A story line has not been attempted. Supporting ideas are sparse, offering few specific details: “Sometimes he hits his bother. Thats why I don’t pLay with him. Hes mean! He don’t share. Hes 6 years old!” Word choice is somewhat limited. Sentences are simple constructions, and some errors occur in conventions.

## Anchor Paper 3-A

What happens when I play with family or friends.

When I play with family or friends. we always have to figure out who is going to go first. After we do that, we pick our pieces. When we play know one cheats. We will normally play trivia persute or monopally. One time I won 4 times in a row.

## **Anchor Paper 3-B**

### **Score Point: 1**

This brief response addresses playing “with family or friends,” but there is only minimal evidence of an organizational pattern. Supporting ideas are sparse and presented with little detail: “When we play know one cheats. We will normaly play triva persute or monopally. One time I won 4 times in a row.” Word choice is limited. Sentences are simple constructions. Some errors occur in basic conventions.



**Anchor Paper 4-A**

Hole in one the robot said." As we were leaving we were playing mini-golf at the resort in Orlando. Then we went swimming. The pool was like going around the resort and it has slides.

Then we went back to Disney Quest. At Disney they have a big arcade, and it has Rainforest Cafe. We played Pac-Man and Sonic. We played Dodge ball, and I won.

## **Anchor Paper 4-B**

### **Score Point: 2**

This response focuses on “playing mini-golf at the resort in Orlando.” An organizational pattern is attempted through the use of a brief story line. Support consists of an unelaborated series of events with a few specific details: “Then we went back to Disney Qusest. At Disney they have a big arcade, and it has Rainforest Café. We played pac-man and sonic. We played dogde ball, and I won.” Word choice is adequate, and sentences are simple constructions. Some errors occur in conventions.

**Anchor Paper 5-A**

When I play game with my cousin, every time we play he keep cheast and I say, "no cheast", and he stop cheast. One day my unkle go home we play that game, he come and he play with us because no body play with him. We play he got cheast because he through the dime he got number five but he go again, the rule is only number six and one go again but not two, three, four, five. And he say, "I forget it sorry" and we star laugh and now we not cheast no more. The name of the game is: Sea Horse.

## **Anchor Paper 5-B**

### **Score Point: 2**

This response focuses on playing a “game with my cousin,” but supporting ideas in the brief story line are inadequately developed, offering little specific detail: “When I play game with my cousin, every time were play he keep cheast and I say, ‘no cheast’, and he stop cheast.” A sequential organizational pattern has been attempted. Word choice is adequate but limited. Some errors in conventions occur, but these do not impede the meaning of the response.

## Anchor Paper 6-A

Hi! my name is [Hunter] let me tell you a little story. one time my friend and I were playing soccer when I kick the ball so hard that it hit him in the face. "ouch" he said as I said "that must have hurt". I tried to tell him it was an accident but he wouldn't listen to me. I tried to give him a gift but he was still mad!!! ~~he never~~  
he never plays soccer with with me again.

## **Anchor Paper 6-B**

### **Score Point: 2**

This response generally focuses on a time “my friend and I were playing soccer.” An organizational pattern has been attempted, and a brief story line is provided. Support is inadequately developed, but includes some specific details: “one time my friend and I were playing soccer when I kick the ball so hard that it hit him in the face. ‘ouch’ he said as I said ‘that must have hurt.’ I tried to tell him it was an accident but he wouldn’t listen to me.” Word choice is adequate, and there is some sentence variety. Conventions are generally followed.

## Anchor Paper 7-A

### American Idol

One hot spring afternoon I sprung out of bed by the sound of the doorbell. I darted around the room like a cat chasing a mouse. I scurried downstairs to open the door. It was my friends [Ali], [Jim], [Kelsey] and [Zoe]. They said today is the day we were going to play American Idol.

First we set up the game in front of the big screen t.v. We laughed when [Zoe] started to sing Survivor. We also laughed when [Jim] started to sing Get Busy. But nobody laughed when [Ali], [Kelsey] and I sang.

Next, we went into the kitchen to pop some popcorn. But, while we were waiting... Bam!! We all ran into the kitchen to

## Anchor Paper 7-B

### Score Point: 3

This response focuses on “the day we were going to play American idol.” A sequential organizational pattern is evident as events move through time. The simple story line offers a few supporting details: “First we set up the game in front of the big screen t.v. We laughed when [Zoe] started to sing Survivor. We also laughed when [Jim] started to sing Get Busy. But nobody laughed when [Ali], [Kelsey] and I sang.” There is an attempt to use a variety of sentence structures, although most are simple constructions. Word choice is adequate, and conventions are generally followed.



**Anchor Paper 8-A**

One day, I was going to my friend's house for a sleepover. When I got to her house, I darted straight to the bonus room. My friend and I couldn't decide what to play.

We started a fight about what to play. Pillow fight, tag, Monopoly. We continued the fight for hours. Time passed and nothing stopped us from fighting. We even kept it up during lunch time!

I finally had an idea. "Let's play all the games!" I explained. We started with Twister, then air hockey, then Monopoly. ~~Game after game, we kept~~ Game after game, we kept play until the middle of a pillow fight. That's when we fell asleep.

I learned fighting isn't the best way to solve things.

## **Anchor Paper 8-B**

### **Score Point: 3**

This response focuses on deciding which game to play at “my friends house for a sleepover.” An organizational pattern is evident, and a simple story line is provided. Supporting ideas are presented with some brief elaboration: “We started a fight about what to play. Pillow fight, tag, Monopoly. We continued the fight for hours. Time passed and nothing stopped us from fighting. We even kept it up during lunch time!” Word choice is adequate, and there is some sentence variety. Conventions are generally followed.

## Anchor Paper 9-A

one day I was sitting in the couch with nothing to do. My dad said why want you play a game of cekkers I said no. so my dad went and played with my mom. When I went to get a drink of water I heard them having so much fun. so then I went to the living room and I saw that they were having fun. so I went to them and sat down to watch the game. Then when the game of cekkers was over I said, can I play? and they said yes. first I played cekkers with my dad. then I played with my mom and last but not least I played with my sister. When I played cekkers with my dad. It was hard he was very good at cekkers. He was so good at cekkers that I lost and he one. Also when I played with my mom it was kinda hard I almost beat her at cekkers but she still beat me so she one and I lost. And lastly I played with my sister it was easy and it finally happened I one and she lost. I could not believe it because I never beate my sister [Heather] in cekkers.

## **Anchor Paper 9-B**

### **Score Point: 3**

This response focuses on playing the game of “cekkerss,” and an organizational pattern is evident. Supporting ideas are developed using specific, but repetitious details: “first I played cekkerss with my dad. Then I played with my mom and last but not least I played with my sister. When I played cekkerss with my dad. It was hard he was very good at cekkerss. He was so good at cekkerss that I lost and he one.” Word choice is generally adequate and most sentences are simple constructions. Knowledge of basic conventions is demonstrated.

**Anchor Paper 10-A**

Many people enjoy playing games with family or friends. It was December 1<sup>st</sup> and I was in my house. Little did I know I would play games with someone.

It was cold outside. I had invited my friend, over to play my new video game. When I had heard the door bell ring I had answered the door and my friend, [John] was there. I shoted in the air.

So we raced to my room and we sat down and we were playing the game over the hedge. When I was running away from the big dog, I lost all of my three lives and had game over.

[John] said may I try and when he did he was running like a cheetah catching it's prey. When he was trying to shut down the exterminator. He did it and saved the town. you had to be the SKUNK and stink the exterminator out and say never come back again. We just realized we beat the game.

Then we looked what time it was and he had to leave to eat supper. I said good bye, and got ready for bed and went to sleep. you just never know when you will play games with friends.

## **Anchor Paper 10-B**

### **Score Point: 4**

This response focuses on the time the writer “invited my friend over to play My new vido Game,” and an organizational pattern is evident. In some areas of the response, events are described using specific details: “So we raced to my room and we sat down and we where Plaing the Game over the hedge. When I was running away from the big dog I lost all of my three lives and had Game over.” Word choice is adequate, and various sentence structures are used. Knowledge of conventions is demonstrated.

## Anchor Paper 11-A

One day I woke up by yawning and stretching then I saw in the calendar that it was Sunday so I went to my mom and dad and said "today is Sunday today is Sunday come on let's play" so we sat up the table to play BINGO!!! my mom picked up a card and said "seashell" "I have it I have it" I had one more card to go and so did my dad then my mom picked up another card and said "vacation" "aww man" I lamented "this is a rotten game" I lamented again. Then after my dad said "I won! I won!"

Next, we started to play another game this time I had to choose the cards so I picked one and it read "Beach" "I have it I have it" said my mom proudly "aww man" me and my dad said lamenting. My mom, my dad and me had only one more card to go ~~my mom~~ had the card that said sun my dad had ocean and I had umbrella so then I picked up the card and it read SUN "aww when am I going to win" I said with a low voice

After, we cleaned up the bingo and started to play an outside ~~door~~ game and that game is called soccer

## Anchor Paper 11-B

I was the goalie and my mom and dad were the ones to play. I was on my mom's team and my friend [Amber] was in my dad's team. My dad hit the ball so hard the ball practically vanished so I went to get another ball. Then we started playing again. Then my mom did three goals and my dad only did two. Then it was time to switch so now my mom and my dad were the goalies so then I grabbed the ball from [Amber] and did a goal but then she did two goals so it was a tie. There was only 20 more minutes so I grabbed the ball and did a goal then the game ended.

Finally we played all over again now [Amber] was the goalie and so was my mom and me and my dad were the ones to play. I did two goals and he did three so then I kicked the ball way up high and I made the goal then the game was a tie but then my team threw the ball and then they won. That's was cool.



## Anchor Paper 11-C

### Score Point: 4

This response focuses on a time the writer played “BINGO!!!” topic. An organizational pattern is apparent. The supporting ideas are adequately developed through the use of layered and specific details: “My mom, my dad and me had only one more card to go my mom had the card that said sun my dad had ocean and I had umbrella so then I picked up the card and it read SUN ‘aww when am I going to win’ I said with a low voice.” Word choice is adequate, and various sentence structures are used. Conventions are generally followed.

## Anchor Paper 12-A

One cold and krispy evening me and my mom were getting back from the store. When we got home and we started to open the door then all of a sudden a flash came from the doorway!

My whole family was in the house my grandmas, grandpas, and great grandma, my cousins, my uncles and aunts, everyone was there even my best friend. There were tables cramed with food and drinks it was a family reunion we were playing, and eating, and talking we were having so much fun I got tired I was going to take a nap. I asked my dad to wake me up when we are going to play the family board game. My dad promised! So I took a little nap I heard my little god brother laughing when the dog came. My dad finally woke me up I felt strange when I came out of my room we started to play a board game it was called "Mid evil Times" it was a big game board good thing it was.

## Anchor Paper 12-B

Things started getting weird because when I rolled the dice it said ~~scary~~ ~~things~~ ~~will~~ ~~appear~~ and they did and they were chasing me with swords and shields. My dad rolled the dice know and a flash of light I woke up and I knew the game was a dream. I was so relieved.

Then my mom yelled who wants to play "Midevil Times" Oh no!

## **Anchor Paper 12-C**

### **Score Point: 4**

This response focuses on a time the writer played “the family board game.” An organizational plan is evident. The supporting ideas are adequately developed using specific details: “My whole family was in the house my grandmas, grandpas, and great grandma, my cousins, my uncles and aunts, everyone was there even my best friend. There were tables cramed with food and drinks it was a family reunion.” Word choice is adequate, and various sentence structures are used. Conventions are generally followed.

## Anchor Paper 13-A

One hot summer day me [Andréa], my brother [Corey], and my sister [Chloe] were sitting on the grass trying to decide what we should play on this super hot day. [Chloe] was my 5 year old sister, [Corey] my 3 year old brother, and me I was nine. Suddenly [Chloe] yelled out, "I want to play hide-and-seek!" [Corey] said back, "No lets play duck-duck-goose!" Lets take turns I thought, but while I was thinking my brother and sister started fighting over what game they should play. My sister was crying so hard that she was making a puddle of water, and my brother he was yelling as hard as a lion roar. I felt unhappy or should I say annoyed?

Finally, when things were calm I decided to mention the idea of taking turns. I started explaining why they should try taking turns but [Chloe] said, "You like [Corey] better than me that's why you want us to take turns!" and stomped into the house crying. Now I went inside the house and spoke calmly to [Chloe] and as I did I thought, I hope it will work. I don't know if I was not hearing right or was [Chloe] saying, "Ok I will try to be nice to [Corey]". I said back, " [Chloe] I love you and [Corey] the same I would never like him better than you or like you better than him I like you the same as [Corey] ". With that we went outside to play.

[Corey] was already waiting outside to play and [Chloe] said, "Lets play duck-duck-goose!"

I couldn't believe my eyes my siblings were finally taking turns!  
I really love when they don't fight.

## Anchor Paper 13-B

- And that's the story of what happens  
when kids play games.

## **Anchor Paper 13-C**

### **Score Point: 5**

The response focuses on a time the writer plays games with her brother and sister. An organizational plan is apparent. Supporting ideas are adequately developed. Transitional devices are used effectively, and dialogue is used to help advance the story line: “Finally, when things were calm I decided to mention the idea of taking turns. I started explaining why they should try taking turns but [Chloe] said, ‘You like [Corey] better than me that’s why you want us to take turns’! and stomped into the house crying.” Word choice is adequate, sometimes precise, and various sentence structures are used. Conventions are generally followed.

## Anchor Paper 14-A

"CHECKERS?" I was dissapointed, instead of something exciting and entertaing it was a boring game. I did not want to make [Diana] feel gloomy so I smiled and thanked her.

At first I did not know anything about checkers. It has garnet red and midnight black pieces. The board was checkered and flat. The surface was smooth so I guessed it was made of wood. The wrapping had snowmen and was a royal blue. I decided to give it a try and read the instructions.

My best friend [Diana] gave me it as a present for Christmas. It was the last day of school before Winter Break. I gave her a manicure kit but I made her promise not to open it before Christmas. She made me promise too. Just to make sure we swore to our hearts.

I was teaching my younger brother, [James], how to play checkers. He was garnet and I was black. My brother called the red side, "The Good Guys" and the black side, "The Bad Guys". He is so funny and has a vivid imagination. "Move your piece here," I instructed him. "Great work [James]" I would congratulate him. If he won, I would say, "Hi-5!" We had a fun afternoon and every time somebody won they could eat any kind of chocolate. I let him win most of the time because he is younger and more unexperienced. It is an honor to be an older sister. Ding-dong! It's time to play CHECKERS!



**Anchor Paper 14-B**

I love checkers now. My friend [Diana] was very sweet to give me a wonderful gift. It is never boring! It continues on and on but I never notice. It is always fun to play with a sibling or friend. Checkers is my favorite board game and I like to teach other people.

There is a saying, "Never judge a book by its cover". Well I made one too.

**"NEVER JUDGE A GAME BY HOW IT LOOKS  
LIKE."**

## **Anchor Paper 14-C**

### **Score Point: 5**

The response focuses on a time the writer plays “CHECKERS.” An organizational pattern is evident, and appropriate transitional devices are used to advance the story line. Adequate support is provided through description, elaboration, and the layering of specific and purposeful details: “At first I did not know anything about checkers. It has garnet red and midnight black pieces. The board was checkered and flat. The surface was smooth so I guessed it was made of wood. The wrapping had snowmen and was a royal blue. I decided to give it a try and read the instructions.” Word choice is often precise, and various sentence structures are used. Conventions are generally followed.

## Anchor Paper 15-A

Yakhol was <sup>the</sup> sound of one of my family members having fun. My family members were wearing a black, and white shirt and also pants. We were all playing dodgeball. Dodgeball is a game when someone throws a ball and you have to donk, the second step is if you are hit on the head you are still in the game. The third step is if you catch the ball in the air you are out. The final step is if the ball hits the ground and hits you, then you are out but if it hits the ground and you catch it then you are not out. And that's how you play dodgeball. So when we were playing dodgeball someone got hurt by someone got a baseball instead of a soft ball. So it hit my granddaddy's face his face had a mark on it. One of his bones were broken. The doctor said we had to do some surgery on his face. I hope my granddaddy is ok. When everything was done he looked a little different on his face. But I still loved him he had to take some medicine so his swelling will go down. So then when he was in bed we all prayed for him so he can get well. Then he woke up and had said "Make sure no one plays dodgeball."

## Anchor Paper 15-B

ball with a baseball." I was worried about him so I just kept on praying until my friend [Anja] said "Get Out He's Sleeping" So we went off playing dodge ball with a softer ball. Thank goodness nobody got hurt on the second game of dodge ball. We were having fun like a family together. The next morning my grand father woke up from his sleep and went down stairs to the backyard to see if the family was ok. When he went outside he saw me and I saw him. I was glade as a cat not dipped in cold water. I ran to him and said "I'm So Happ Your All Right!" my grand father said go back to the dodge game. My mother asked my grand father if he wanted to play but he said NO! I mean uhh! I still don't feel that good. I'm going back to bed and I'm gonna watch T.V. You now my favorite Opra Winfree! Then we all started to lafe like if there was a e lown up side down! My grand father tried with all his might not to lafe. And that's how all of my family having fun together like love

## **Anchor Paper 15-C**

### **Score Point: 5**

The response focuses on a time the writer plays dodgeball. An organizational pattern is evident. The story line advances with the help of appropriate transitional devices and dialogue. Support is provided through specifically elaborated events: “My mother asked my grandfather if he wanted to play but he said NO! I mean uhh! I still don’t feel that good. I’m going back to bed and I’m gonna watch T.V. You now my favorite Opra Winfree!” Sentence structures are varied. Word choice is adequate, and conventions are generally followed.

## Anchor Paper 16-A

## Marco - Polo

[Brianna] was a 10 year old girl with a little sister. Her little sister's name was [Katrina] but [Brianna] called her [Kat]. One bright, sunny, hot, a cloud in the sky day, [Brianna] called her best friend, [Susanna], to come swimming in her humongous pool. Yeah, said [Susanna] over the phone "I'll come over. But only on two conditions: 1. 'What?' asked [Brianna] automatically. "We bring [Kat] and we play Marco-polo." Okay, be here at 12 o'clock. Bye. See ya." [Brianna] told [Katrina] about it and they got their swim suits on and waited by their pool. "What's Marco-polo?" [Kat] asked. "I'll tell you later." replied [Brianna]. Just then, [Susanna] came in through the gate. Hi!, shouted [Susanna], excitedly, "let's swim!" So everybody jumped in the water. [Kat] is polo! She got in last. [Brianna], [Brianna] explained Marco-polo to [Kat] and jumped back into the water. Marco. Said [Kat]. "Polo" replied a very giggly girl. [Kat] found [Susanna] lurking in the corner. The girls played a few more rounds until they decided 2 people need to be polo. Now, seeing as [Katrina] was only 7 years old, she always

## Anchor Paper 16-B

was splashing along everywhere and giving herself up. Anyway, [Brianna] and [Susanna] were polo. Marco they called. No answer. Marco they called 5 times each yell louder than the last until they were screaming MARCO! [Katrina Maria Torso] called [Susanna] then [Brianna] said marco, and [katrina] popped up out of the water "polo" she said in a loud squeak. Don't do that again! Said [Brianna], Lunchtime girls said Mom from the door. But you have to admit it, said [Brianna] she is way better at hiding now! They all had a good laugh about it.

MORAL: Never underestimate the mind of a 1 year old!

## Anchor Paper 16-C

### Score Point: 6

The response focuses on a time two sisters play “Marco-Polo,” and a logical organizational pattern is evident as the story progresses through time. Appropriate transitions and effective dialogue help to advance the story line. Supporting ideas are elaborated using specific details: “‘What’s marco-polio?’ [Kat] asked. ‘I’ll tell you later.’ replied [Brianna]. Just then, [Susanna] came in through the gate. ‘Hi!,’ shouted [Susanna] excitedly. ‘let’s swim!’ So everybody jumped in the water. ‘[Kat] is polo! She got in last!’ Shrieked [Brianna].” Various sentence structures are used. Word choice is precise, and conventions are generally followed.



## Anchor Paper 17-A

"Hey mom!" called [Emma], "When are we going to grandma's house?" "Ask your father!" mom called back. So [Emma] walked over to her father and asked when they were going to leave? Her dad said, "Right Now, so go get in the car." [Emma] went over to put her shoes on and then climbed in the car. Once everybody was in the car they drove off.

As soon as [Emma] saw her grandma's neighborhood she got real excited. [Emma] hadn't seen her grandparents in a long time so she couldn't wait. They turned a corner and [Emma] almost jumped out of her seat because they were there.

[Emma] hopped out of the car and ran to see her grandparents. After everyone was inside [Emma's] grandparents served dinner to everyone. It was so delicious. The chicken, the potatoes, the corn and the fantastic cake. It didn't take too long before everything disappeared.

When everyone was finished eating they talked for a while and eventually [Emma] got really bored. She asked her dad if we could play some games but he told her in a little while. [Emma] walked into the living room to watch T.V. [Emma] looked a little sad. But luckily her grandma overheard her ask her dad and said "Why don't we play a game?"

## Anchor Paper 17-B

[Emma] smiled and yelled "Yeah!" Her grandma looked at [Emma] and asked "What game would you like to play?" [Emma] got very excited and ran out to the car. She remembered that she still had the new game that they bought at the store later that week in the car. She brought it inside and set it up.

The game was called loaded questions. And no one had played it before. They read the back of the box to see how to play. It wasn't hard at all. All you have to do is roll the dice, move your person, ask a funny question and see if the roller can guess who said what. [Emma] didn't think that she would do very well at guessing but she did better than all of the grownups. And [Emma] ended up winning. Her grandma gave [Emma] another piece of cake for winning. They picked up the game and said bye to her grandparents. [Emma] got in the car and said just before she fell asleep "I can't wait until the next time we come over." Her parents agreed as they drove off into the night.

## **Anchor Paper 17-C**

### **Score Point: 6**

The response focuses on the time the writer played a game “called loaded questions,” and an organizational pattern is evident. The story line advances with the help of appropriate transitional devices and dialogue. Support includes specifically elaborated events: “As soon as [Emma] saw her grandma’s neighborhood she got real excited. [Emma] hadn’t seen her grandparents in a long time. so she couldn’t wait. They turned a corner and [Emma] almost jumped out of her seat because they were there.” Word choice is precise, and sentence structures are varied. Conventions are generally followed.

## Anchor Paper 18-A

It was a windy Saturday afternoon. My brother [Joel], mom, dad and I were playing a board game called "METROPOLIS" at our home. My brother whipped the dice into the air, of great toss. ~~CRASH!~~ CRASH! But the dice had fallen onto our glass table and broke in two! How could we play our game!?

We all stared at the two halves of our dice longing to continue our ~~great~~ game. But thinking quickly a idea burst into my mind. "I'll tape the dice!" SWOSH! Before you could say, "dice," I was at the tape drawer. I jerked it open, only to find there was no tape! "Ugh," I moaned. I stopped ~~back~~ into our dice-less living room and thought deeply into my mind. AHA!

I soon had whipped up myself another clever idea! I speed to my desk and grabbed some supplies. Paper markers. Scissors. All that stuff. I raced back to the living room and began making cards for us to pick up and move with. "I can make us some cards!" I proudly announced. But by the 5th card, I was just too worn out. I had to stop. I groaned and sat

## Anchor Paper 18-B

down on the stiff floor, too tired to move.

After a bit though, that feeling had disappeared. "We can find some more dice!" I shouted. Everyone grinned, and began to search. Here and there high and low until... "I found it!" I blurted with dice in my hand. We jumped back into our living room and began to play our game again. I was proud. Plopping in my bean bag, I rolled a five.

"Yes!" I shouted to the heavens. I twirled back into my seat and grinned. I was Superhero for the day. That was one surprising game.

## Anchor Paper 18-C

### Score Point: 6

The response focuses on a time the writer played “a board game called ‘METROPOLIS’.” The organizational pattern provides for a logical progression of events. There is ample development of the supporting ideas. Dialogue is used effectively to advance the story line and provide detail: “After a bit though, that feeling had disappeared. ‘We can find some more dice!’ I shouted. Every one grinned, and began to search. Here and there high and low untill . . . ‘I found It!’ I blurted with dice in my hand.” Word choice is generally precise, and various sentence structures are used. Conventions are generally followed.