

2009

**FCAT**

Florida Comprehensive Assessment Test®

# 2009 FCAT WRITING

**GRADE 4  
NARRATIVE**

**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. The scoring contractor uses these papers 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 team leaders 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 2009 FCAT Writing Anchor Sets for Grades 4, 8, and 10 contain examples of responses used as training materials for the 2009 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. Where appropriate, papers posing potential issues for public release, such as legibility or sensitive content, have been removed. In some cases, responses from Qualifying Set 1 (examination materials required for potential scorers) are substituted to provide examples of additional training materials. **An asterisk (\*) is used in the heading to indicate that the previous anchor paper was removed or that the qualifying paper is a substitution.**

### 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 time he or she had a day off from school.

**Anchor Paper 1-A**

One day me, [Luigi] and my cousin  
were all sick and tired of school  
soon when it was recess  
my cousin told us "how about  
we ditch school "yeah!" [Luigi]  
and me screamed then we raced  
to the

## Anchor Paper 1-B

### Score Point: 1

This brief response minimally addresses the topic of “how about we ditch school.” A limited organizational sequence has been attempted, but supporting ideas are sparse and inadequately developed: “One day me, [Luigi] and my cousin were all sick and tired of school . . .” There are some errors in conventions, but these do not impede the meaning of the response.

**Anchor Paper 2-A**

One time I had a day off of school was when we had winter break! and when we did the first thing I did was wait just to see my presents! and while I was waiting I played my XBOX 360! & my PS3! and then it became Christmas! and I got a ripstick!

## Anchor Paper 2-B

### Score Point: 1

This brief response addresses the topic of having a “winnter breack,” but there is minimal evidence of an organizational pattern. Supporting ideas are presented with little specific detail: “and wile I was wating. I played my XBOX360! & my PS3! and then it becam chistmast!” Sentences are simple constructions, and some errors occur in conventions.

## Anchor Paper 3-A

Hi this is [Gary]. Do you want to know what I did on Saturday? I spent the night at [David's] house. It was very fun.

We played videogames. We played with his toys. We also watched television. That's mostly what we did.

Guse what. I soon found out he's afraid of the dark. It took me <sup>about</sup> six hours to get him sleeping. Then I went to bed.

## **Anchor Paper 3-B**

### **Score Point: 2**

This response addresses the topic of a sleepover at a friend's house, but there is little evidence of an organizational pattern. Supporting ideas are inadequately developed, offering few specific details: "We played videogames. We played with his toys. We also watced television. Thats mostly what we did." Sentences are simple constructions, and some errors occur in conventions.

## Anchor Paper 4-A

On a Sunday morning. I jumped out of bed and went to watch t.v. Then I got so bored. After that my my mom woked up and said good morning. Then she told me if I went to make breakfast? Then I said sure.

When I was done making breakfast. My dad said we are going to put up the Christmas tree today. But first we have to go to the store. After that I went to go get dress.

## Anchor Paper 4-B

### Score Point: 2

This response focuses on a Sunday morning during the Christmas holidays. An organizational pattern has been attempted, but supporting ideas in this brief story are inadequately developed: “I jumped out of bed and went to watch t.v. Then I got so bord. After that my my mom woked up and said good morning. Then she told me if I want to make breakfast? Then I said sure.” Word choice is adequate, and sentences are simple constructions. Some errors occur in conventions.

## Anchor Paper 5-A

One day I stayed home from school but there was a problem I went to feed my snake but he wasn't there.

So I checked the back yard he wasn't there, so I checked the bathroom he wasn't there, and I felt really glum.

So I brought out his favorite food and shook it and I finally heard his rattle, and I checked the refrigerator and he ate all of the food. So I had to go get groceries and went back to the house. But that little snake was in trouble climb through the window.

The end

## Anchor Paper 5-B

### Score Point: 2

This response focuses on the topic of a lost snake. An organizational pattern has been attempted through the use of a brief story line. Supporting ideas are offered with a few specific details: “So I checked the back yard he wasn’t there. So I checked the bathroom he wasn’t there. And I felt really glum.” Sentences are simple constructions with some errors in conventions.

## Anchor Paper 6-A

On thanksgiving holiday. I + was spyn I played some games with my sisters. We went swimming in a bright pretty blue water. I was a sunny day with crows flying around the food.

I threw a can of soda at one of the crows and hit it on its wing. When I was eating a crow came and took my monkey bread. Then I took off chasing it with a stick. That crow was a mean crow.

I had took a ride on the merry go round. When I got off I was really dizzy. I was so dizzy I ran into a tree. My mom told me to lay down for a minute.

It was a good thanksgiving. I stayed the night with my dad and I went out

## **Anchor Paper 6-B**

### **Score Point: 3**

This response focuses on a Thanksgiving holiday. A sequential organizational pattern is evident as events move through time. The simple story line offers few supporting details: “When I was eating a crow came and took my monkey bread. Then I took off chasing it with a stick. That crow was a mean crow.” Sentences are of simple construction. Conventions are generally followed.

## Anchor Paper 7-A

The Day Off School

Yippe!! Winter Break is coming soon! For winter break I going to Ohio. Its going to snow, maby, I have not been in snow since I was a tiny little baby. I don't remember it though because I was 12 months old, I am probably wondering what "12 months old" mean? It means 1 year old, Gness were I was. In Ohio, In Ohio it gets really brisk. But one day, a puppy came to the house door on X-mas. I was stunning to see a little puppy in a basket, It was 1 month old and shivering. We took it in and gave it warm milk. After we cept it, When I woke up, I saw a little puppy next to me, It was erotic to see a puppy next to me. Then me and the dog had a wonderful cuisine. I had marshed carrots and the dog had puppy chow. Then we lived merrily for 10 great years.

## **Anchor Paper 7-B**

### **Score Point: 3**

This response focuses on getting a puppy for Christmas. An organizational pattern has been attempted, and support includes some specific details: “It was 1 month old and shivering. We took it in and gave it warm milk. After we cept it. When I woke up I saw a little puppy next to me. It was exotic to see a puppy next to me.” Conventions are generally followed, and some sentence variety has been attempted.

## Anchor Paper 8-A

One hot sunny day on the day of from school I woke up I ran to the kitchen I ate my breakfast. Next I went to wake up my mom and dad. Then I called my true blue friend [Daniel] if he can go to the park with me. Wenee we got to the park we playd basketball. After we played in the sand we bilt tons of sandcastels. Then we playd on the swings. A little later we had to leave so wenee I got home I asked my mom if we can go to the movies. She said yes so we got in the car and started driving. I got hungry on the way so we stopped at Miconalds. After we keeeped driving wenee we got there my dad bought the tickets to see the Bee Movei after the movei we ate dinner we ate at the resteraunt [Outback]. After we ate we went back home I took a bath I put my p.j's on and wached t.v and finaly went to bed. That was the best day of from school I ever had in my entire life!

## Anchor Paper 8-B

### Score Point: 3

This response focuses on a day off from school. A sequential organizational pattern is evident as the story moves through time. Support is presented as a quick series of events, with some specific detail, but little elaboration: “I asked my mom if we can go to the movies. She said yes so we got in the car and started driving I got hungry on the way so we stopped at Micdonalds.” Word choice is adequate, and sentences are of simple construction. Conventions are generally followed.

## Anchor Paper 9-A

It was Christmas day and I was walking to school all of a sudden there was a sign saying no school today. I yelled out yes and ran home mom, mom there's no school she got out of bed and cooked breakfast. After that she left me with my aunt and left to the store. When she came back I was asleep and then I woke up and saw my mom kissing Santa Claus the next morning. I woke up and said "No School!" I ran to the Christmas tree presents yay yay yay.

My mom was making breakfast I begged please please please finally she said "all right." I ran to the tree and opened them there were a cell phone, a brand new mp3 player, a Darth Vader nsp. She told me to run to the back when I got there was a trunk. She said "now go to your room I saw something big that was wrapped I opened it it was a recliner I put my butt in it and turn on the music then I looked up and there it was a plasma screen tv I said mom where's the remote" she said clap five times then eight. So I clapped five times then eight it flicked on to cartoon network I said "this is the life." That same day I fell asleep in that chair.

## Anchor Paper 9-B

### Score Point: 4

This response focuses on the Christmas holidays, and a narrative organizational pattern has been attempted. Support includes specific details and some description of events: “I was walking to school all of a sudden their was a sighn - saying no school today. I yelled out yes and ran home mom. mom theirs no school she got out of bed and cooked breakfast.” Word choice is adequate, and some sentence variety is used. Some errors occur in conventions, mostly in punctuation, but a basic knowledge of conventions is demonstrated.

## Anchor Paper 10-A

"Wow, did you see that safire blue sword fish." This was the day when I had went fishing. This was the day when I was from school.

It all started, when my dad had came to pick me and my three brothers. My dad said "We are going fishing at [Horton Park]." We went to go pack are stuff. ~~He said "Last one to the car is a~~ rotten egg. Then we started running to the car.

Then, we had to drive for 3 hours. I was getting bored. Then my dad said "Who wants to listen to Soulja boy." We said "We do." We started singing Soulja boy. Then we had 2 hours left. We played I spy. I won 4 rounds. Now we have 1 hour left. We played rock, paper, siccons shot.

Finally, we made it to [Horton Park]. We got are fishing poles ready to catch some fish. We got on the boat and went to the middle of the lake. My 3 brothers had catch basses. I had catch a sword fish. It was pulling me. I had called out for help. My brothers were pulling me back. "Rip" the line had broke and the sword fish had swam as fast as a cheeth. I was disapoint because I didn't catch that sword fish.

This was my favorite day off from

## Anchor Paper 10-B

school because I had almost caught a sword  
fish.  
I learned that it's not ~~easy~~ trying to  
catch a fish that is over your size.

## **Anchor Paper 10-C**

### **Score Point: 4**

This response focuses on a fishing trip. An organizational pattern is evident as the story moves through time. The story is adequately developed using specific details: “I was getting bored. Then my dad said ‘Who wants to listen to Soulja boy.’ We said ‘We do.’ We started singing Soulja boy. Then we had 2 hours left. We played I spy.” Simple sentences are used. Word choice is adequate, and knowledge of basic conventions is demonstrated.

## Anchor Paper 11-A

You will never guess what I did on my days off from school. I went to Boston, Massachusetts. In my story I will talk about the plane ride coming and going. Massachusetts and Boston.

My plane ride going to Boston and going back home. On the plane going to Boston we had to get up at three o'clock in the morning to go to the airport. We had to board the plane at six o'clock. We had to take two planes to get there and back. First one going there was an hour and thirty minutes. The second one was three hours and it was backwards going back to [Tallahassee].

In Boston we got two hotel rooms at the Hampton Inn Hotel. Every day there in the morning it was like get up get breakfast and go. In one of the hotel rooms it was 410 and that was the room me my sister and aunt stayed in. The room 412 was the room my mom dad and little sister stayed in. One day we did the Freedom Trail and

## Anchor Paper 11-B

and learned a lot about Paul Revere. One day we went ice skating on a pond outside. The first day we were in Boston we took the subway to the Bruins game they one but we left at the first part of the third period. We went to go see Fenway park to see where the Boston Red Sox play while we were there we got to see them covering the field and they are adding eight hundred seats and a restaurant on field level.

With our last day we were in Boston and we were leaving to go to Massachusetts it snowed. We went to go see the Salem museum. We went to go see my dad's mom and had Thanksgiving with her. Then we got another hotel it is called the [Colonial] and that is where my dad used to work and we got a town house. Then on November 27, we came back home.

Now you have heard my exciting story of when I took 12 days off of school!

## Anchor Paper 11-C

### Score Point: 4

This response, which focuses on a trip to Boston, uses a sequential organizational pattern. Support includes a lot of detail but little elaboration: “We went to go see the salem meuseam. We went to go see my dads mom and had Thanksgiving with her. Then we got another hotel it is called the [Colonial] and that is where my dad used to work . . .” Word choice is adequate, and sentences are of simple construction. A basic knowledge of conventions is demonstrated.

## Anchor Paper 13-A\*

My legs started to cramp up as I walked down the blazing hot sidewalk. Me and my dog [blackie] were going to the park for a picnic. I had a day from school, and I wasn't going to waste it. We finally arrived, and sat down on a blanket in the grass. [Blackie] ran up, and jumped in my lap. I ran my fingers through her shiny black fur. I gazed at the butterflys in the flowers.

Suddenly I remembered I only had one day off. I reached behind me, and grabbed the basket I had brought along. I opened it up, and pulled out a bottle of water and [blackie's] water bowl. I poured a bit in, and she began lapping it up. Then I reached, and pulled out a turkey sandwich. In the blink of an eye I had inhaled the sandwich. I gave [blackie] some dog food, and a little more water. I took a gulp of water. I stood up, and began to stretch. [Blackie] got up, and began to jump on my leg, she wanted to play.

As quickly as possible I jumped to my knees, and started digging through the basket. Finally I found [Blackie's]

## Anchor Paper 13-B

favorite toy... a frisbee. I ran out to the middle of the field. The frisbee went flying in the air. [Blackie] Jump and caught it in mid air. It was an <sup>incredible</sup> incredible catch. For 15 teen minilts we played with the frisbee. Then we raced back to the blanket.

## **Anchor Paper 13-C**

### **Score Point: 5**

This response focuses on a time the writer went on a picnic. An organizational pattern is apparent. Supporting ideas are adequately developed using specific details: “We finally arrived, and sat down on a blanket in the grass. [Blackie] ran up, and Jumped in My lap. I ran my fingers through her shinny black fur. I gazed at the butterflys in the flowers.” Word choice is adequate, sometimes precise. Various sentence structures are used, and conventions are generally followed.

## Anchor Paper 14-A

"Really? No way." It just couldn't be possible. Me and my best friend [Kira] were going to Seaworld on Friday because we had the day off. This is going to be so much fun.

It took us about one hour to get to Seaworld. Me and [Kira] were so excited to see their adorable little animals.

When we finally got there it was like a dream come true. We ran into the park like cheetahs. Neither of us had ever been to Seaworld before which made it even more exciting.

We wandered the whole park in awe. We saw dolphins, whales, penguins, and sharks. Also we rode rides like The Kracken.

It was about 6:00 P.M. when when we got off The Kracken for the 7<sup>th</sup> time. We walked around the park a few times but there was no one there. We could barely see anything outside because it was so hazy out that only the the light of the moon guided us through the park. The two of us looked around. Nothing around us looked familiar. We were lost.

We decided to make the best of this and go around the park one more time. Again we visited the dolphins, whales, and penguins. Our last stop was the sharks who swam around hungrily. While I was leaning over I fell in. I swam around nervously screaming for

**Anchor Paper 14-B**

help. Finally one of the sharks lifted me up on to the land. I was pretty sure it was an accident though.

Ding! Suddenly the lightbulbs in me and [Kira's] heads came on. [Kira] and I were going to go swim with the dolphins. We flipped and twirled on the dolphins' backs until about 7:30. Then we waited for our parents by the exit.

When they finally showed up we only had one question to ask... Can we come again next year?

## **Anchor Paper 14-C**

### **Score Point: 5**

This response focuses on a trip to Sea World. The story is organized sequentially as events move through time. Supporting ideas are developed with adequate detail: “When we finally got there it was like a dream come true. We ran into the park like cheetahs. Nether of us had ever been to see world before which made it even more exciting.” Various sentence structures are used. Word choice is often precise, and knowledge of conventions is demonstrated.

## Anchor Paper 15-A

Last week, I had a day off from school. I was free. I felt the blazing hot sun that gave me a sunburn. And heard the birds chirping. And that's a day I had school off.

Last week, I had a day off from school. The first thing I did was put clothes on eat breakfast. Then put shoes on, run outside and play like never before. I rang [Michael's] doorbell and when he came out, I knew this was going to be fun. But then it got even better we started jumping the ramp with our brand new bikes. We were doing flips, and turns. I had a blast. Then [Willy] came out he played football. So we started to play foot ball I was the QB and [Michael] was WR. When I said "hike" he ran as fast as he could to the endzone, I launched the ball to him and he caught it. We celebrated. After that we ate lunch at my house we had BBQ Ribs. They tasted like heaven. So the day went on. We went to [Willy's] house to play Nintendo WII. We played bowling, pool, even baseball. I was amazed of what you can do with the WII. The [Edward] came out it seemed the day started all over again. He came with his dog named [Buddy]. He was half poodle and half Golden Retriever. We played with [Buddy] for a little bit. Then [Edward] brought him back home, and

## Anchor Paper 15-B

we started to play again. We played hockey for like 10 minutes. But I said "let's play baseball." Everybody said "that's a great idea. So we got bases, helmets, bats, and gloves. Then I said "play ball" with a loud voice. [Michael] was hitting he was good, I said to myself. I pitched the ball and he missed, and again, and again. [Edward] said "three strikes you're out. Then it was my turn to bat, I swung and missed, second time same thing but the last pitch I saw I was going to crush it and I did. I ran as hard as I could to first, second, third, and home. So I got to third he had the ball. I ran to home he threw the ball to home. I sliidi home and got called safe.

Eventually it was the end of the day everybody went in and so did I. I dinner, took a shower, and went right to bed. I said quietly "This had to be a dream but no, it was the day I had school off.

## Anchor Paper 15-C

### Score Point: 5

This response focuses on a day off from school. It is organized sequentially, and events are described using specific details: “I was the QB and [Michael] was WR. When I said ‘hike’ he ran as fast as he could to the endzone. I launched the ball to him and he caught it. We celebrated.” Various sentence structures are used, and conventions are generally followed.

## Anchor Paper 17-A\*

One time [Wyatt, Sydney] and I were at the beach for summer vacation. It was a marvelous day! The sun was shining, the birds were singing and the water was cool. [Sydney] and I came up with the idea to go sailing to an island, and have a picnic. We had it all planned out we would surprise [Wyatt] while he would row and gather food. So we set sail. We finally got to an island, and set out our stuff. But when we got there and sat down we opened the cooler and nothing was in it. And that wasn't the worst part, when we looked back to the sailboat it was a hundred feet away. So we faced it we were stranded.

The first thing we tried to do was put a note in a bottle. We saw that the sailboat safety kit was on the island. So we looked in the kit for a bottle, paper and pin. We found the bottle, the paper, and the pin but the bottle had a hole in it. It would drown if we let it go. There went plan A!

The second thing we tried was to look in the kit and get out those things

## Anchor Paper 17-B

that you push and red light shoots out of it. So we looked and looked. All we found was a rotten sandwich, twenty cents, one hanger and a flip-flop. Well that plan didn't work either. I moaned.

We just sat there for a moment (well actually an hour) until [Sydney] said something. "Gosh if only we had a sell fone!" [Wyatt] stomped up. "I have a sell fone!" [Sydney] and I both looked at [Wyatt] in a grumpy way and said "Now you say something." He pulled out his phone and called his mom which called [Sydney's] mom and my mom. Before we knew it we were in our houses, and in our beds.

The

End

## Anchor Paper 17-C

### Score Point: 6

This response focuses on the subject of a sailing trip. It is organized sequentially, and supporting ideas are well-developed with specific details: “So we looked and looked. All we found was a rotten sandwich, twenty cents, one hanger and a flip-flop. ‘Well that plan didn’t work eather’ I moand.” Word choice is often precise. There is a variety of sentence structures, and conventions are generally followed.

## Anchor Paper 19-A\*

RRRRRinnngg! The school bell chimes happily, as if it is glad to empty itself of the naughty children. ...  
Everyone in the school is extremely excited to hear this musical ring. The weekend bell!

This weekend, had to be the best, too. My mom, a friend, and I were going to a girl scout Gulfarium sleepover! When we arrived Saturday, at approximately 3:30 P.M. [Allison] and I were jumping out of our skin with excitement to see the magnificent, adorable sea animals. As we rushed toward the swinging doors, I got a wonderful feeling.

"Swoosh, slick!" We reemerged in the glinting cerulean walls of the dolphin tank! [Allison] and I ran as fast as our feet could carry us to the window. "Look at them!" [Allison] exclaimed happily. "Aren't they beautiful?" I replied, "Absolutely, [Allison]! Just look at the way they glimmer." I sighed. "Come on girls let's move it or we'll miss the entertainment shows," my mom said happily. I had almost forgotten!

The shows were absolutely marvelous, and I was in a great mood when we gathered our sleeping gear hiked to the upper levels of the dolphin tank. We played an enjoyable game called picnic alphabet. It got pretty hard. Then the lights went off! I snuggled down and tried to go to sleep, but some girls were watching Pirates of the Caribbean. Ridiculous! I told my mom that I couldn't

[Allison] couldn't sleep either, so we stared into the window of the dolphin tank. The water shined and glinted in the moonlight. It was a gorgeous sight that I will remember long after this. I stared at the dolphins who were also shining

## Anchor Paper 19-B

starts, what a shame it was when we packed our gear and rode away! Oh well, that was definitely the most charming weekend ever, especially with all the seals, sea lions, dolphins, and best of all, a great friend and fun games!

## Anchor Paper 19-C

### Score Point: 6

This response focuses on a trip to the Gulfarium. An organizational plan is evident. Support includes specific details and effective use of dialogue: “[Allison] and I ran as fast as our feet could carry us to the window. ‘Look at them!’ [Allison] exclaimed happily. Aren’t they beautiful?’ I replied, ‘Absolutely, [Allison]! Just look at the way they glimmer!’ I sighed.” Word choice is precise, various sentence structures are used, and a strong knowledge of conventions is demonstrated.

## Anchor Paper 20-A

## No School!

No school! Let me tell you about one day when me and my brother <sup>[Davis]</sup> was all ready to go to school, and the next day I look at the calendar, no school! But every single time me and my brother try to convince are mom into staying home she never falls for it.

First of all, me and my brother knew that we're never gonna get a day off from school so we decided to make our mom let us stay home by telling her that we were sick and couldn't go to school. When my mom came over to our rooms she saw us lying in bed, "hey, shouldn't you guys be out of bed and ready for school," my mom said, "well, as you see, we're lying in bed," I said, "we're sick, we don't feel good and we want to stay home today." So my mom told us to sit up, she wanted to see if we had a fever, but when the results came in, she said we weren't sick at all, we were perfectly fine, and to get ready for school. Well, I guess that didn't work.

Next, me and my brother looked at the calendar, "another day of school," I sighed, "cheer up, we'll make mom fall for one of our tricks, my brother said, "ok, but this time it better work." This time we wanted to tell our mom that we fell down and our legs hurt, so we

## Anchor Paper 20-B

put red marker on us, <sup>to look like blood.</sup> When we told our mom we fell down, our legs hurt and we want to stay home she came with alcohol and put it on us; it didn't hurt because the blood wasn't real but we pretended that hurt, but then my mom saw the marker fade away. "This is never going to work!"

Finally, when me and my brother looked at the calendar I said, "come on, let's get ready for school, 'school,'" my brother said! Look again you dopey head, when he pointed to the right date, I burst out into excitement, "yippee", we both said. "Well, what are you waiting for, let's go do something fun!" Since then I have never forgot that wonderful day when we had no school, and we finally had a day for fun!

## Anchor Paper 20-C

### Score Point: 6

This response is focused on the writer's efforts to get out of school. A narrative organizational plan is evident. Support includes the effective use of dialogue: "Next, me and my brother looked at the calender, 'another day of school', I sighed, 'cheer up, we'll make mom fall for one of our tricks, my brother said, 'ok, but this time it better work.'" Word choice is precise, and various sentence structures are used. Conventions are generally followed.



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