



**English Language Arts
Grade 5
Fall 2005**

**Writing from Knowledge and Experience
Released Item # 31
Scoring Guide**



WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: FRIENDSHIP

There are different ways to form a friendship. One way is to spend time together. Another is to show kindness to each other. Yet another way is being loyal to someone.

Do **ONLY ONE** of the following:

write about a time you were kind to someone
and it helped you to become friends

OR

describe why loyalty is important in a friendship

OR

tell about when you and someone else became friends

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

Michigan Educational Assessment Program
Writing from Knowledge and Experience
Grades 3–8
Holistic Score Point Descriptions

Here is an explanation of what scorers think about as they score this writing:

- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

Anchor Paper 1 – Score Point 1

Here is a way that I did to make friends.
I introduced my self then I was nice to them.
I played with them a lot so then when
I go to school that is how I make friends

**Anchor Paper 1
Score Point 1**

This response is generally unclear and unfocused. The student explains generally how he or she makes friends (*I introduced my self then I was nice to them. I played with them a lot...*), but ideas are not developed. The essay also lacks an organizational structure; statements could be reordered without changing the meaning of the text. Score point 1.

Anchor Paper 2 – Score Point 1

On the fistday of school in A I meet these
person and we interduce each other and
then we became friends for life.

**Anchor Paper 2
Score Point 1**

This brief response is generally unclear and unfocused. While the student addresses the topic of making a friend, ideas are not developed (*I meet these person and we interduce each other and then we became friends for life*). Because the response is a single general statement, there no connection between ideas or organizational structure demonstrated. The lack of control over writing conventions impedes understanding. Score point 1.

Anchor Paper 3 – Score Point 1

I think a friendship is a lot. Friends help you get thero things. They also care about you a lot. Friends you will find in lots of differnt places.

Anchor Paper 3 Score Point 1

This response is generally unclear and unfocused. The essay attempts to explain why friendship is important, but does so primarily through a list of unconnected and undeveloped statements (*Friends help you get thero things. They also care about you a lot. Friends you will find in lots of differnt places*). The essay lacks an organizational structure, as the statements could be moved around without affecting the meaning of the response. Score point 1.

Anchor Paper 4 – Score Point 2

Loyalty is important to Friendship.

If you were not loyal to a friend, they might not be your friend any more.

IF I was not loyal, my friend would get mad with me. Without loyalty, you might not even have friends at all! This is why you need to be loyal to a friend.

Loyalty makes friendship.

**Anchor Paper 4
Score Point 2**

This response is only occasionally clear and focused on the importance of loyalty in a friendship. The essay consists of general statements (*If you were not loyal to a friend, they might not be your friend any more. If I was not loyal, my friend would get mad at me*) that lack development. There is little evidence of an organizational structure and the vocabulary is limited. Score point 2.

Anchor Paper 5 – Score Point 2How We Met.

When I was 4, My dad introduced me to a girl who was 3. Her name was D. We loved to play at the P Elementary School park. My dad met D's dad when they were in college. We go shopping together a lot. We're still best friends. Even though she likes Michigan State and I like Michigan. Our friendship has lasted 7 years.

**Anchor Paper 5
Score Point 2**

This writing is only occasionally clear and focused, and the content is underdeveloped. The writer jumps from idea to idea (*We loved to play at the P Elementary School park. My dad met D's dad when they were in college. We go shopping together a lot*) without providing details or connections between them. There is little evidence of an organizational structure, although the writer does begin to connect ideas toward the end of the essay (*We're still best friends, Even though she likes Michigan State and I like Michigan. Our friendship has lasted 7 years*). Score point 2.

Anchor Paper 6 – Score Point 2

I remeber the day me and my friend
M first met. I was in kindergarden and
at my after school daycare. I was playing alone
when I bumped into him. I asked him what
his name was and he said M. I told him
that was my name too. We instenty became
friends. From that day on we are
still friends.

**Anchor Paper 6
Score Point 2**

The response is occasionally clear and attempts to focus on the story of how the writer became friends with M. Ideas are underdeveloped (*I was playing alone when I bumped into him. I asked him what his name was and he said M...that was my name too. We instenty became friends*). A basic narrative organization is evident. Vocabulary is limited, as is control over conventions. Score point 2.

Anchor Paper 7 – Score Point 3

I was kind to a girl named S and we became friends. The way it happened was, at the beginning of the year I wanted friends so I did my best to get them. S is kind of shy so I talked to her when I got a chance, I also played with her a little. When the teacher said we needed partners if S and I didn't have a partner we buddied up. Those are a few ways I was kind and was a friend to S.

I hope that we are friends for a long time.

**Anchor Paper 7
Score Point 3**

This response is somewhat clear and focused. The writer attempts to develop ideas (*I wanted friends so I did my best to get them, I talked to her when I got the chance, I also played with her a little*), but the lack of detail makes this only partially successful. There is some evidence of an organizational structure as the writer moves through the activities with S that made her a friend (*talked to her, played with her, buddied up*). For the most part, vocabulary is basic. Score point 3.

Anchor Paper 8 – Score Point 3

It was the first day of school and I knew nobody. We had cool seating arrangements I sat next to a girl. her name was J. We first just talked she seemed really nice so we hung out for days, weeks, months. J was very loyal to me and I was loyal to her. Now we had sleepovers. Are relationship kept growing. J became my best friend someone I can trust. A friend is nice and is always your friend and is willing to stick up for you and that is what J is. And it all started because we were nice to each other wen we talked. Now I have lots of friends and were all kind to eachother even if were not the best of friends we still need to be respectful to eachother who knows maybe we could be friends some day. Well it all started out just being kind talkers.

**Anchor Paper 8
Score Point 3**

The response is somewhat clear and focused, with occasional shifts in focus. The writer explains how a friendship with J developed, but provides few details (*We first just talked...we hung out for days, weeks, months...we had sleepovers. Are relationship kept growing*). The writer then shifts to talking about friendship generally and finally to the many friends she now has. There is some evidence of an organizational plan, but it is ineffective due to the lack of connections between ideas. The vocabulary is mostly basic, and incomplete mastery of conventions and language is demonstrated. Score point 3.

Anchor Paper 9 – Score Point 3

This is a story about me and my friend K. In the next paragraphs I will tell you how we became best friends.

All the 5th graders were going to a new school. We were all mixed up in different classes. There was this one girl named K and I sat next to her. She had just moved here so I thought that it would be nice to ask her to play. I introduced her to my friends and they started to become friends too. K did not know anyone so I wanted to become one of her friends.

The 2nd day of school I sat next to her at lunch and we talked and then we played together at recess. Me and my friends have been together since kindergarten and now we have a new friend in our friendship. Now we all know each other very well and we are having playdates and birthday parties. She is one of my best friends.

That was a story about me and my friend K. We started out just as classmates and now me and all of my friends have playdates and parties and talk to each other. That is the story of me and my friend K.

The End.

Anchor Paper 9
Score Point 3

The response is focused on explaining how the writer became best friends with K, but the writing is only somewhat clear due to the lack of details to develop ideas (*She had just moved here so I thought it would be nice to ask her to play. I introduced her to my friends and they started to become friends too. K did not know anyone so I wanted to become one of her friends*). The paper has some organizational structure as the writer deals with the first two days of school, but overall the organization is ineffective due to the lack of development and the simplistic opening and closing (*This is a story about me and my friend K. In the next paragraphs I will tell you... That was a story about me and my friend K... That is the story of me and my friend K*). Vocabulary is basic throughout the essay. Score point 3.

Anchor Paper 10 – Score Point 4

To begin with, there are many ways to form a friendship. Like, spending time with someone, to show kindness to each other, and also to show loyalty, and to be loyal to the person that is your friend. Here are some examples.

First, here are some examples why spending time with each other can form a friendship. One example is, by spending time with each other, you are getting to know the person better than you did. You also get to learn and talk about each other when you are spending time with the person. Also, by spending time together, you get to learn about what each person likes, you get to know their personality, also, you get to have fun with them.

Another way to form a friendship is, to show kindness towards each other. One example of showing kindness is, to include any one who is left-out, or new students. Also, another way to show kindness is, that you can help your friend out in difficult times. One last way that you can show kindness towards each other

is to help them learn, (if having trouble), and to show them around if they are new.

Third, another way that you can form a friendship is being loyal to each other. An example of this is, to help your friend out if they are upset or if they need help. Also, to never forget about them, or don't leave them behind.

In conclusion, those were some of the ways that you can form a friendship with someone.

Anchor Paper 10
Score Point 4

The response is generally clear and focused on various ways a friendship can be formed. The writer begins by giving three ways (*spending time, show[ing] kindness, be[ing] loyal*) and proceeds to write about how each method can lead to a friendship. Ideas and content are developed through the use of examples, although examples generally remain somewhat abstract (*...why spending time with each other can form a friendship. One example is, by spending time with each other, you are getting to know the person better than you did. You also get to learn and talk about each other when you are spending time with the person*). The student discusses each method in turn, providing a coherent and functional organization to the writing. Language is generally controlled and supports the student's meaning, and any lapses in conventions do not distract from the piece. Score point 4.

Anchor Paper 11 – Score Point 4

Do you have a best friend? Well, I do! Her name is M We've known each other since we were little and from then on we were best friends, but how did we meet you might ask? Well, I'm going to tell you.

M and I ended up in the same class in first grade. We didn't know anyone there. Our new teacher told all the kids to sit at any desk we choose. I ended up sitting next to M, but I never talked to her. Our teacher's name was Mrs. H and she was very nice. She said that in her class all the student had jobs. All the kids had already picked their jobs. The only two people who haven't picked a job yet were me and M Because there was only one job left, M and I had to share it. Our job was to take the attendance sheet to the office after the teacher was done taking attendance. Together, we walked down the hall towards the office. Finally M whispered, "What's your name?" I stared at her for a long time. Finally I answered her. "I'm A" M smiled at me and I smiled back. When we got back to class we were already best friends.

When we became third graders,

we barely ever played with each other after school, and we began to make new friends. Soon, we barely even talked to each other. Finally, one day M came over and asked if I wanted to be in her group for a project. I happily agreed and walked off with her. Then, we were even better friends than we were when we were younger. And that's how M and I met each other and we're still best friends to this day.

Anchor Paper 11**Score Point 4**

The writing is generally clear and focused on becoming friends with M. The response explains the writer's first encounter with M, providing relevant details (*Together, we walked down the hall towards the office. Finally M whispered, 'What's your name?' I stared at her for a long time. Finally I answered her. 'I'm A.'... When we got back to class we were already best friends*). Generally the response is organized and coherent, although there is some disconnection between the initial encounter in first grade and the resuming of the friendship in third grade. The writing demonstrates a command of language and an ability to control word choice to convey meaning. Score point 4.

Anchor Paper 12 – Score Point 4

Friendly Equals Friendship

Once when I went on a cruise to B. I was walking down the stairs, then a girl about ten years old, that had brown hair was running down the stairs carrying lots of books, she tripped on the stairs when she was half way down. I ran to the girl, that tumbled down the stairs if she was okay. Her face turned a little bit red, she replied and said, "Yeah, I'm okay." I asked her if she wanted me to help carry her book, she said, "No, thanks." I helped her up and said, "Bye." I was a little to shy to ask her what was her name.

At night I had dinner at the dinning room, It was a big suprise to see the same little girl at the dinning room. When I was finished eating, I headed back to my room. On the way to my room, I was looking on the ground while walking fastly. Suddenly I bumped into a wall and I fell down, everybody was looking at me, I was so inbarrest. That same little girl that I helped up, ran to me quickly! Then she helped me up and asked "Are you okay?" I answered "Yeah, I'm okay." and we both started to laugh.

The next morning I ran to the same place I fell and there that little girl was,

she said, "Hi, my name is E ." And I said, "Hi, my name is L ." We played all the way until the cruise was over, E gave me her phone number and I gave her mine, now we call once every week.

Anchor Paper 12**Score Point 4**

This response is generally clear and focused on a friendship. The writer describes two incidents that led to the formation of the friendship, developing them with relevant details (*a girl about ten years old, that had brown hair was running down the stairs... she tripped... I ran to the girl...[asked] if she was okay...At night I had dinner...surprise to see the same little girl...I bumped into a wall and I fell down...That same little girl ... ran to me quickly! Then she helped me up*). There is some unevenness as development thins toward the end of the response. Organization is functional, and the writer's command of language and word choice supports meaning. Although there are some lapses in conventions, they do not distract from the writing. Score point 4.

Anchor Paper 13 – Score Point 5

I am going to tell you about when I made friends with another person.

Right after school my mom picked me up to take me to our new house! I was excited today for two reasons, one, it was now summer break, and next year, I'd be a fifth grader. My second reason was I would get to see my new home, and meet new friends.

When we got there, I looked at the outside of my new home. We had a big front yard! But, a tiny backyard. We lived on the corner so we had a little more property than others. I didn't want to go inside because it was a great day outside! So I looked around. I found out that my neighbor across the street had three cats, and they were coming to sniff us out. I, like most kids, loved animals and went to say hi to one. The cat was black and a little fat. It seemed to like so I pet it. When the cats finished their "inspection" I started looking around the block on my bike.

It had 21 years, it was black and gray, and was made by Schwinn. Then I saw a kid on his bike coming towards me. He slowed down a little bit and said "hi." I said "hi" back, and looked at him. He was kind've small and skinny, had brown hair, and glasses. "Wanna

race?" I said. He shrugged his shoulders and said sure! So we raced from my house to his, which was about 10 feet away.

Later after the race, we sat on the grass at his house. His name was H _____, he had 2 sisters and 2 brothers. He went to a private school where he just finished 4th grade as well! He liked to talk A LOT! He lived on _____ r drive in D _____, like me! I liked him, he had my personality, he seemed nice, and he liked me.

Two years later we're still good friends. He now goes to my school, he's still short and he's nice and caring just the same. This is how I became friends with a boy who helped me get used to my neighborhood, and cared for me.

Anchor Paper 13
Score Point 5

The response is clear and focused on making a friend in a new neighborhood. Ideas are well developed with relevant details (*Right after school my mom picked me up to take me to our new house! I was excited today for two reasons, one, it was now summer break, And next year, I'd be a fifth grader. My second reason was I would get to see my new home, and meet new friends... I saw a kid on his bike coming towards me...He was kind've small and skinny, had brown hair, and glasses*). The writer demonstrates control over organization, using transitions to move the reader through the essay (*when we got there, so I looked around, then I saw a kid, two years later*), and shows a command over language and word choice. Score point 5.

Anchor Paper 14 – Score Point 5

a TRUE
FRIEND!

I am going to write about a book I read. The book was called "All She Wanted Was A Friend." It was about two friends named C and L. Well, at first they didn't know they were going to become friends for a short while. Anyway, one day L was walking down the hall of school with her friends J, A, H, and W. When the bell rang, J, W, A, and H left to go to their classes. L was alone walking to her history class. Then she saw a tall girl with glasses walking down the hall looking at a map. The girl's name was C. She wasn't looking where she was going and walked directly into L. "Ohh... sorry," said C. "I'm new and I'm not sure where the history classroom is." "I know where it is... it's my next class. I'll show you where it is." L said. "Thanks a bunch. By the way... I'm C." she said. "I'm L."

For the next few weeks L and C became the best of friends. Until one horrible day that changed L's

Life forever. C had been missing school for two weeks. One day when L got home from school Mrs. V told her that C had gone to the hospital to have test done. She had tested positive for cancer! Everyday for the next 3 weeks L visited C. One terrible and stormy morning when L got up L's mom sitting quietly at their dining room table. Mrs. V said late last night C had died. When the funeral came L and her mother went. L spoke with C's parents. "I am sorry about C. She was as big a loss to you as she was to me" L said. "When we moved here a year ago, all C wanted was a friend... and you gave it to her. Thank you for everything" they said. After a few years L graduated from school and then college. She said she remembers the horrible morning, the funeral, and everything about C and always will. That was true friendship.

Anchor Paper 14
Score Point 5

The writing is a clear and focused story of friendship. Ideas are appropriately and evenly developed with relevant details (*L was alone walking to her history class. Then she saw a tall girl with glasses... C had been missing school for two weeks... She had tested positive for cancer! Everyday for the next 3 weeks L visited C*). The response is well organized; the connections between ideas move the reader smoothly through the essay (*at first they didn't know, for the next few weeks, until one horrible day that changed L life forever*). The writer's command of language is shown in precise word choice (*one horrible day, terrible and stormy morning, sitting quietly*), and effective sentence construction (*She said she remembers the horrible morning, the funeral, and everything about C*). Score point 5.

Anchor Paper 15 – Score Point 5

One time, in third grade in Mr. F's class at N Elementary. One week after the starting of school, I was sitting at my desk bored to death, at indoor recess time. When I looked over my shoulder, I saw a girl sitting by her desk, and she was looking very lonely, she had shoulder-length black hair, glasses outlined with purple around the rims, and lonely, tunnelled brown eyes staring into space. I remembered her from the second day of school when we were lining up for lunch, she accidentally cutted me in line, I yelled "hey, no fave you cutted". Her reaction was "oops sorry and got to the back of the line. I think this was her first year at N because I never saw her before in second grade or first. Even though she cutted me, she looked as though she needed a friend to confide in and play with. All my other friends were in Mrs. G's class, the other third grade class. I looked around the classroom, and saw kids laughing and playing together, and only me and the black-haired girl was alone. I felt a stab of loneliness, then I thought "if those kids can make friends so easily, then I can too". So I gathered my courage and asked if she wanted to play. I was so nervous I thought my voice was going to leak in the middle. When she hesitated, for a second I feared she was going to say no, but she said "yes"! I was so surprised and relieved.

When we were playing I learned, her name was M.
And after playing with each
other for a while or so we, became very
good friends, and we still are and we are in fifth
grade at H Elementary, and that proves
if you are kind to someone, that will help you
make very good friends and very-lasting friends.

Anchor Paper 15**Score Point 5**

This response is clear and focused. Ideas are developed with relevant details (*I was sitting at my desk bored.... When I looked over my shoulder, I saw a girl sitting by her desk, and she was looking very lonely...*). The writer demonstrates control over organization by effectively moving the story back and forth in time (*I remembered her from the second day of school...she accidentally cutted me in line*). Even though she cutted me, she looked as though she needed a friend...*So I gathered my courage and asked if she wanted to play*). The writer shows a command of language in effective sentences (*I was so nervous I thought my voice was going to break in the middle*) and precise word choice (*shoulder-length, lonely tunneled brown eyes, a stab of loneliness*). Score point 5.

Anchor Paper 16 – Score Point 6

When I went on a vacation to Florida I met a girl. When I asked her what her name was she just looked at me like I was speaking some other language. I asked her how old she was. She showed me by her fingers. She was eight. At that time I was eight too. I asked what her name was again. This time she called out something in a different language. A boy came. He was her brother. He told me that they were German. He asked what I was asking his sister. I told him I wanted to know the girl's name. He said her name was S. Then S brought out some coins. Each coin had a number. She threw them in the pool. and her brother told me how to play. One day S took some ice and put it down my back. I did the same. Soon I learned how to talk to her. If we wanted to play with the ice one of us said "ice". If we wanted to play with the coins one of us said "coins". I had I blow up chair to use in the water. We liked to play on it. When I was leaving to go back to Michigan we could not fit the chair in the suitcase. At first we were going to throw the chair away. I thought of a better idea. I would give the chair to S so she would remember me. When I went to give

her the chair she thought I wanted to play with it in the pool. I said "Present", Then she understood. I told her I was leaving. We hugged and said good bye.

I hope she still remembers me as I remember her the most special part about our friendship was that we spoke two completely different languages but we still understood each other.

Anchor Paper 16
Score Point 6

This response is clear and focused. The student discusses a unique friendship she made while on vacation. Ideas and content are thoroughly developed with relevant details and examples (*When I asked her what her name was she just looked at me like I was speaking some other language. I asked her how old she was. She showed me by her fingers. She was eight....I asked what her name was again. This time she called out something in a different language. A boy came. He was her brother. He told me that they were german*) throughout the response. The writer demonstrates control over organization by effectively and smoothly moving the reader through the text. A mature command of language is shown through the selection of words and phrases (*At that time I was eight too....When I was leaving to go back to Michigan we could not fit the chair in the suitcase....I would give the chair to S so she would remember me*) that make for a compelling piece of writing. Score point 6.

Anchor Paper 17— Score Point 6

One fine day in New York city a helpless dog was trapped on top of the Empire state building. His name was M. "Help," M cried "Sombody help"! Just then a sudden gust of wind blows M off the Empire State building! "Ahhhhhhhh" M cried. He was so realived when he came crashing into a hot dog bun factory. and landed in a giant hot dog bun that was just his size. "Who are you?" M asked. "Bark" the bun replied. "Oh I guess you can't talk" M said. "Well thanks for breaking my fall" M said to him. "Woot" bun said.

Ever seince that day the bun followed M everyware!! "Why is he so loyal?" M thought. Does he like me or somthing. Finally M decided to do something about this. "Bun, I'm getting sick of you following me everyware!" M replied. "Will you just leave me alone?" The Bun seemed to understand this

the bun whined and M couldn't stand to see him this way. So he decided to play with the bun for a day. First they went to the carnival and played games. M wanted to hide in the balloon tent because he didn't want to play with the bun anymore.

But, the Bun found him and wouldn't let M hide again. M just couldn't take it anymore so he turned around and said to Bun, "I don't want to play anymore. Will you just leave me ALONE!" Bun ran away as fast as he could and M went home.

Later as M was watching TV he saw on the news someone was eaten. A dog. "Late this afternoon, the news reporter said, a hot dog bun that looked like a dog was eaten by a man in a gorilla suit!" "Oh-no" M cried, "Bun I should have been nicer to him." "I guess loyalty is important in a friendship." To this day whenever M meets someone, he's their friend till the end.

Anchor Paper 17
Score Point 6

The student has written a clear and focused response about the friendship between M, a dog, and Bun, a giant hot dog bun. Ideas and content are thoroughly developed through the use of relevant details and examples (*...a helpless dog was trapped on the top of the Empire State building....Just then a sudden gust of wind blows M off the Empire Stat building!* *“Ahhhhhhh”!!!, M cried....“Bun, I’m getting sick of you following me everywhere!” M replied. “Will you just leave me alone.”...the bun whined and M couldn’t stand to see him this way*). The writer effectively moves the reader through the story, demonstrating control over organization and ideas. The use of selected words and phrases (*One fine day, that was just his size, whined, just couldn’t take it anymore, eaten by a man in a goraila suit*) demonstrates a mature command of language and results in a compelling essay. Control over language and writing conventions contributes to the overall effectiveness of the response. Score point 6.

Anchor Paper 18: Score Point 6

For me friendships come in many different ways. One of the strangest but best friendships I've made came in a very odd way.

When I was in first grade I had many friends from the year(s) before. Well one day when I was on the play-ground I went to my favorite play-structure and I heard some noise from underneath the structure. So I went down to check it out. What I saw would change how I felt against people for my life. There was the new girl being pushed down into the mulch and getting kicked and picked on. This girl looked like she was going to cry.

So I used my big mouth and told the 10-15 1st and 2nd grade boys how wrong this was and that I was going to get a teacher. They laughed called me "Stupid and Abscer" and kept on picking this girl. I was on my last nerve. I blew my top and yelled at the boys pushed through the boys and pulled the girl to her feet, taking her to the office and reporting the boys.

I asked this girl her name and she said "E". Choking back tears I said my name was J. By now the office secretary and principal had taken care of things and told me I could go back out. So I said good-bye to E and ran back outside.

The next day I saw E. She was in crutches. As it turns out the boys had basically sprained/twisted her ankle. Even though she was in crutches she made the best of it. I saw her sitting lonely on a swing and sat next to her.

I started talking and she chimed in. We found we had a lot in common. We became great friends.

Now almost five (or six) years later we're still best friends. She was basically heartbroken when I left for Webster. But our friendship hasn't died. Not even close.

Anchor Paper 18
Score Point 6

This response addresses how the writer made a new and lasting friendship in an odd way. The response is clear, and focused, drawing the reader into the author's story. The writer develops her ideas thoroughly, providing relevant details and examples (*...I heard some noise from underneath the structure. So I went down to check it out. What I saw would change how I felt against people for my life. There was the new girl being pushed down into the mulch and getting kicked and picked on....The next day I saw E she was in crutches. As it turns out the boys had basically sprained/twisted her ankle....I saw her sitting lonely on a swing and sat next to her*). The writer has control over the connections between ideas and overall organization, moving the reader smoothly and naturally through the response. A mature command of language is shown by the use of precise words and phrases (*mulch, used my big mouth, my last nerve, choking back tears, sitting lonely on a swing, basically heartbroken*) to create a compelling piece of writing. The writer's control over the use of language and mastery of writing conventions contributes to the effectiveness of the response. Score point 6.