

# WRITING/CONSTRUCTED REPONSE ANCHOR PAPER EXEMPLARS GRADE 5 NARRATIVE

**Grade 5 WRITING Section 2** 

#### Writing Topic:

USE NO. 2 PENCIL ONLY

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

Before you begin planning and writing your narrative, read the two passages

- 1. "Farm Life Never Stops"
- 2. "How Cheese Is Made"

#### **Farm Life Never Stops**

- 1 Life on a farm never stops; nor do the chores. Work on a farm begins when the sun comes up and keeps going until the sun goes down. There are times when farmers even have to work well into the night. What happens on a farm that makes it so busy?
- 2 Some chores, mainly those involving animals, must be done, day in, day out, every day of the year. Each morning, someone feeds and gives water to the chickens and collects their eggs. Another morning job is to milk the cows. First, someone herds the cows into the milking barn. While the cows are milked, a person shovels hay and grain into feeding troughs. Another person shovels manure from underneath the cows, replacing it with fresh sawdust. This process is repeated again at night. The other animals are fed each morning and sent to the pasture. While the animals are in the pasture, their stalls are cleaned.
- 3 In addition to these everyday chores, there are seasonal chores. In the spring, someone walks the pasture fenceline, repairing it as needed. There may be miles of fenceline, making this a large task. Also the fields must be prepared for crops. First, the farmer plows, or turns over, the soil in the field. Then, the field is checked for large rocks that could bend or break farm machinery. One field may have anywhere from a hundred to a thousand large rocks. After the rocks

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have been removed, the farmer smoothes the field and plants the seeds. If the farm has a vegetable garden, someone needs to prepare this ground as well.

4 At the same time, the farm is also very busy with animal babies. Chicks are moved into the chicken house. In the barn, someone checks on the lambs each day. Another chore is to bottlefeed the calves and eventually teach them to drink from a pail.

USE NO. 2 PENCIL ONLY

- 5 In the summer, the crops grow quickly. There are many garden chores to do each day, such as weeding and tending to plants. Someone harvests vegetables that ripen during the summer months.
- 6 Hay is grown to feed animals through the winter, and this creates many summertime chores. First, the farmer mows the tall grass. After the grass dries in the sun and wind, it is raked into rows and bundled into squares called bales. The bales are then put into a hayloft. Care must be taken in the hayloft to look for barn cats that may be hiding with their new kittens.
- 7 Farm children head off to school in the fall, but they are still expected to lend a hand before and after school. There is corn to be cut, chopped, and stored in a silo for the winter. Fruits and vegetables are harvested each day from the garden. Hours are spent canning, pickling, or freezing these vegetables to keep for the winter. Once the crops are harvested, the fields and gardens are fertilized again to make the soil ready for the next year. The hayloft is packed fully, and animals are prepared to be sold at market.
- 8 The growing season is over during the winter months, but the farm is still busy. Eggs are set under a heat lamp to hatch into new chicks. They are watched closely. Farm machinery is repaired and cleaned. Next year's crops are planned, and seeds are ordered.
- 9 Life on a farm is busy, every day, every season. Some chores change with each season of the year, and some chores stay the same. Everyone in the family must pitch in to lend a hand because there is always plenty to do.



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### How Cheese Is Made

rennet (ren-it)—a substance used to curdle milk, used for making cheese

- 1 There are different types of cheese, each with a special flavor. Interestingly, there are many different types and flavors of cheese even though all cheese comes from the same ingredient: milk. The answer to how that happens lies in the cheese-making process.
- 2 The very first step in cheese making plays a large part in the type of cheese to be made and its flavor. The first thing a cheese maker must do is select and collect the milk. Cheese often comes from cow milk, but it can be made with the milk from many types of animals, including goat, water buffalo, sheep, horse, or reindeer. Each type of milk adds a slightly different flavor to the cheese. Some types of milk tend to work better for certain varieties of cheese. For example, water buffalo milk is often used for mozzarella. About ten pounds of milk must be collected to make one gallon of cheese.
  - After the milk is collected, the cheese maker heats the milk. When the milk has reached the correct temperature, two special ingredients, bacteria and rennet, are added to the milk. The bacteria adds to the cheese's final flavor and texture. The rennet makes the milk break apart into lumpy solids, called curds, and watery liquid, called whey.
- 4 Next, the cheese maker drains some of the whey off the curds. The curds are squeezed and stirred. They are also cut into smaller pieces and heated until the desired amount of whey has been removed. For a soft cheese, such as cottage cheese, the curds may only be squeezed a few times. Other soft cheeses, such as ricotta and mascarpone, are made by keeping curds large and heating on a low temperature. Soft cheeses are finished at this point and put into a pot. To make harder cheeses, such as cheddar and Parmesan, curds are cut smaller and heated at higher temperatures.
  - Once the curds have reached the right texture, the cheese maker may add salt to the cheese. The salt helps remove more liquid. It also adds flavor. Other flavorings, such as herbs, may also be added at this point.

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### Grade 5 WRITING Section 2

6 The curds are pressed together into a mold to shape the cheese. The cheese may be left alone on a shelf to dry. Over time, the cheese is said to age. As the cheese ages, its flavor grows stronger and stronger. The cheese maker allows the cheese to age until the desired flavor has been reached.

USE NO. 2 PENCIL ONLY

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7 There are many decisions in the cheese-making process that determine the final flavor and texture. The cheese maker chooses the type of milk, the type of bacteria, and whether to add any salt or flavorings. The amount of whey left in the cheese and the amount of aging are other important decisions. It is amazing that one ingredient, milk, can create hundreds of varieties of cheese.

# WRITING/CONSTRUCTED REPONSE RUBRIC

#### Grade 5 Writing Rubric

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of a student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

\*OAS objectives are annotated for each trait. Where no specific objective is listed (i.e. 5.3.W), the whole strand is intended.

Score	Ideas and Development—30%
4	<ul> <li>The content is well suited for the audience, task/purpose, and mode (5.3.W)</li> <li>The focus is clear and maintained (5.2.W.1)</li> <li>Ideas are fully developed and incorporate details, examples, reasons, facts, or evidence (5.3.W)</li> <li>The writing expresses a clear, consistent perspective throughout the composition (5.2.W.1)</li> </ul>
3	<ul> <li>The content is adequate for the audience, task/purpose, and mode</li> <li>The focus is evident but may lack clarity</li> <li>Ideas are developed using some details, examples, reasons, and/or evidence</li> <li>The writing sustains the perspective throughout most of the composition</li> </ul>
2	<ul> <li>The content is inconsistent with the audience, task/purpose, and mode</li> <li>The focus may be unclear or leave the reader with questions and making inferences</li> <li>Ideas are minimally developed with few details</li> <li>May simply be a list of ideas</li> <li>The writing has difficulty expressing or maintaining a perspective</li> </ul>
1	<ul> <li>The content is irrelevant to the audience, task/purpose, and mode</li> <li>The focus may be confusing or missing</li> <li>Ideas lack development or may be repetitive</li> <li>The writing lacks perspective</li> </ul>

Score	Organization, Unity, and Coherence–25%
4	<ul> <li>Introduction engages the reader (5.3.W)</li> <li>Coherent and consistent focus (5.2.W.1, 5.2.W.4)</li> <li>Logical and appropriate sequencing balanced with smooth, effective transitions (5.4.W.2, 5.5.W.4)</li> <li>Order and structure are strong and move the reader through the text (5.3.W.2, 5.3.W)</li> <li>Conclusion is appropriate and effective (5.3.W)</li> </ul>
3	<ul> <li>Evident introduction</li> <li>Adequate focus; stays on topic with little digression</li> <li>Adequate sequencing using limited but effective transitions</li> <li>Order and structure are present</li> <li>Conclusion is appropriate</li> </ul>
2	<ul> <li>May lack clear organizational structure</li> <li>Weak evidence of unity</li> <li>Little or limited sequencing and/or transitions</li> <li>Details may be randomly placed</li> <li>Conclusion may be inappropriate or ineffective</li> </ul>
1	<ul> <li>Lacks logical direction</li> <li>No evidence of organizational structure</li> </ul>

Score	Word Choice—15%
4	<ul> <li>Appropriate word choice that conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way (5.4.W.1-2)</li> <li>The writing may be characterized by, but not limited to (5.4.W.2, 5.5.W.3-5),</li> <li>Lively verbs</li> <li>Vivid nouns</li> <li>Imaginative adjectives</li> <li>Figurative language</li> <li>Dialogue</li> <li>No vague, overused, repetitive language is used (a lot, greatly, very, really)(5.4.W)</li> <li>Effective words that evoke strong images and descriptive language (5.4.W)</li> <li>Communicates by using academic and/or domain-appropriate words (5.4.W)</li> </ul>
3	<ul> <li>Words generally convey the intended message</li> <li>The writing includes a variety of words that are appropriate but do not necessarily energize the writing</li> <li>The writing may be characterized by <ul> <li>Some use of lively verbs, vivid nouns, and imaginative adjectives</li> <li>Attempts at figurative language and/or dialogue</li> <li>Few vague, overused, and repetitive words</li> </ul> </li> </ul>
2	<ul> <li>Word choice lacks precision and variety or may be inappropriate to the audience and purpose</li> <li>May be ineffective, simplistic, and/or vague</li> <li>Relies on overused or vague language (a lot, great, very, really)</li> <li>Few attempts at figurative language and/or dialogue</li> <li>Word choice is unimaginative and colorless with images that are unclear or absent</li> </ul>
1	<ul> <li>Word choice indicates an extremely limited or inaccurate vocabulary</li> <li>No attempts at figurative language and/or dialogue</li> <li>General, vague words that fail to communicate meaning</li> <li>Text may be too short to demonstrate variety</li> </ul>

Score	Sentences and Paragraphs—15%
4	<ul> <li>Writing clearly demonstrates appropriate sentence structure (5.5.W.2)</li> <li>Writing has few or no run-on or fragment errors (5.5.W.2)</li> <li>Writing has a rich variety of sentence structure, types, and lengths (5.5.W.2)</li> <li>Ideas are organized into paragraphs that blend into larger text (5.2.W.3)</li> <li>Writing shows evidence of appropriate paragraphing (5.2.W.3)</li> </ul>
3	<ul> <li>Writing adequately demonstrates appropriate sentence structure</li> <li>Writing may contain a small number of run-on or fragment errors that do not interfere with fluency</li> <li>Writing has adequate variety of sentence structure</li> <li>Ideas are organized into paragraphs</li> </ul>
2	<ul> <li>Writing demonstrates lack of control in sentence structure</li> <li>Writing contains errors such as run-ons and fragments that interfere with fluency</li> <li>Writing has limited variety of sentence structure</li> <li>Writing may show little or no attempt at paragraphing</li> </ul>
1	<ul> <li>Writing demonstrates inappropriate sentence structure</li> <li>Writing contains many errors in structure (run-ons, fragments)</li> <li>Writing has no variety in structure</li> <li>Writing displays no attempt at paragraphing</li> <li>Text may be too short to demonstrate use of sentences or paragraphs</li> </ul>

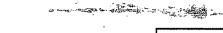
Score	Grammar, Usage, and Mechanics-15%
4	<ul> <li>The writing demonstrates appropriate use of correct (5.5.W.1)         <ul> <li>Spelling</li> <li>Punctuation</li> <li>Capitalization</li> <li>Grammar</li> <li>Usage/Mechanics (e.g. correct usage of homonyms, correct usage of subjects and indirect objects, correct use of pronouns)</li> <li>Errors are minor and do not affect readability</li> </ul> </li> </ul>
3	<ul> <li>The writing demonstrates adequate use of correct <ul> <li>Spelling</li> <li>Punctuation</li> <li>Capitalization</li> <li>Grammar</li> <li>Usage</li> <li>Errors are noticeable but do not significantly affect readability</li> </ul> </li> </ul>
2	<ul> <li>The writing demonstrates limited use of correct <ul> <li>Spelling</li> <li>Punctuation</li> <li>Capitalization</li> <li>Grammar</li> <li>Usage</li> <li>Errors are distracting and may interfere with readability</li> </ul> </li> </ul>
1	<ul> <li>The writing demonstrates minimal use of correct <ul> <li>Spelling</li> <li>Punctuation</li> <li>Capitalization</li> <li>Grammar</li> <li>Usage</li> <li>Errors are numerous and severely impede readability</li> </ul> </li> </ul>

#### **Composite Score and Performance Level**

A student's composite score on the Writing section of the ELA assessment, in part, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed.

# WRITING/CONSTRUCTED REPONSE ANCHOR PAPER EXEMPLARS IDEAS & DEVELOPMENT

## **IDEAS AND DEVELOPMENT**



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Grade 5 WRITING Section 2

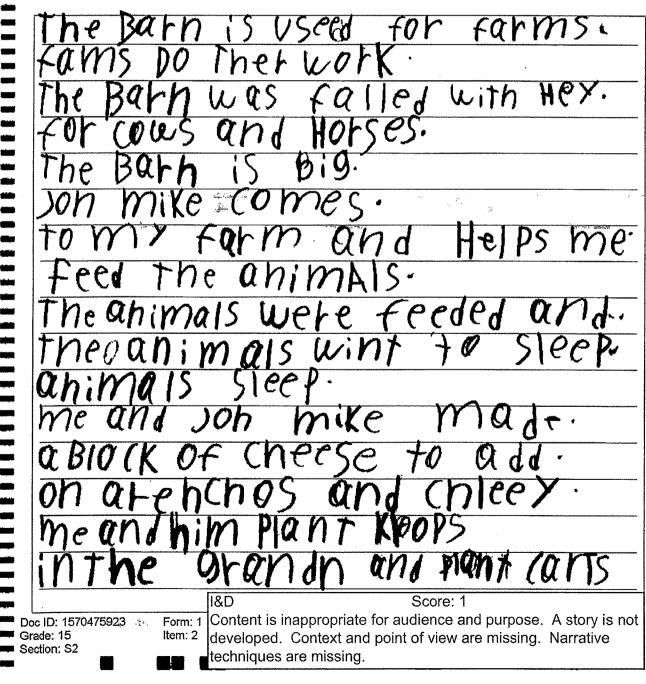
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Writing Topic:

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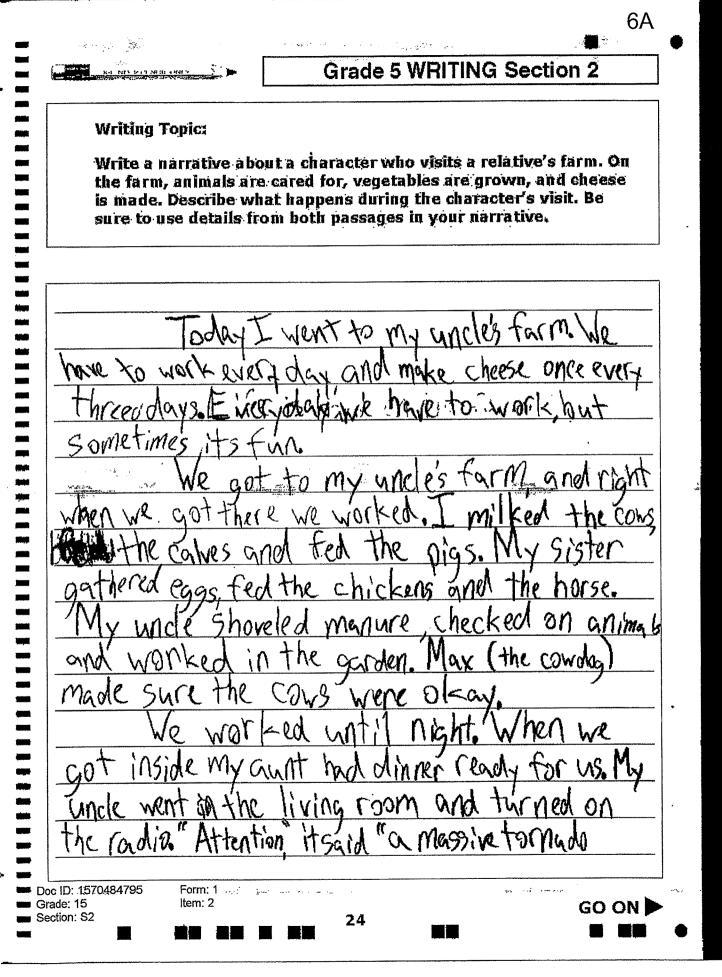
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4BGrade 5 WRITING Section 2 and the animals plut out in the Pasture so they could class -ittere stalls. Then bary tells willis to make so cheesen So then winter was coming up north month ; and they had to get stuff ready for winter, like they had to get the Crops, put the animals at the auction, Thenwinter come and all they did was freaze the food they had so it it last all winter Do a week later they figured out that Lary was willises attand further by marriage, and so they worked and worked until the sun came up tell it went down. That day they had Fun together at the auction . 1&D Score: 2 Content is limited for audience and purpose. Story is minimally developed using few details. Narrative techniques are minimally used. Doc ID: 1571423605 Form: 1 al company and a constraint of the company Grade: 15 Item: 2 GO ON Section: S2 25

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7**B** 1.1 Grade 5 WRITING Section 2 ALL PERMIT was six o clock in the woke up it morning, she got up and got dressed. eat break fast. Went to done cating break fast She had Jas the Chickens and teed 0h eggs and took them her grandma Next thing she did was tha to the garden with She went grancipa She asked her grandpo <u>.</u> dn now want me to "What do you Vegeta about you arow gran Daisey" aiseus " DKay" boopily Daisey Said Said and kgetab es grew so truits She at the garden with her grand she went inside and was aiscy's grandma wanted nake cheese with her. Daisey an the second 34.711 Doc ID: 1570579329 Grade: 15 Item: 2 GO ON Section: S2 25

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his ount in the ganden. First, he had to take out the old soil. and put new soil in. Next, he put flower, and veg table seeds in the ganden and buried them in the soil. Then, he watered the seeds so they could grow. Then last, he put up a force is no animals could dig in the new soil, or dig up the seeds.

After he finished that he did the last thing, he helped his uncle make some mozarned cheese. He thought to himself, after this, I hope my arms don't fall off. So, he want and got the ingredients for the cheese. Then, he set the oven for three hundred Seventy-five degrees. Then, he put all the ingredients into a wel, then he mixed all the ingredients. After he finished mixing, he put the cheese in the oven Twenty minutes later, he came back and got it. He said, firally it's done.

After everything was alone, we had homemade cheese and peppersoni pizza for dinner. It was good. Tomorrow you get the day off, said his uncle, After dinner we played game because it was Friday is always family game might for my family.

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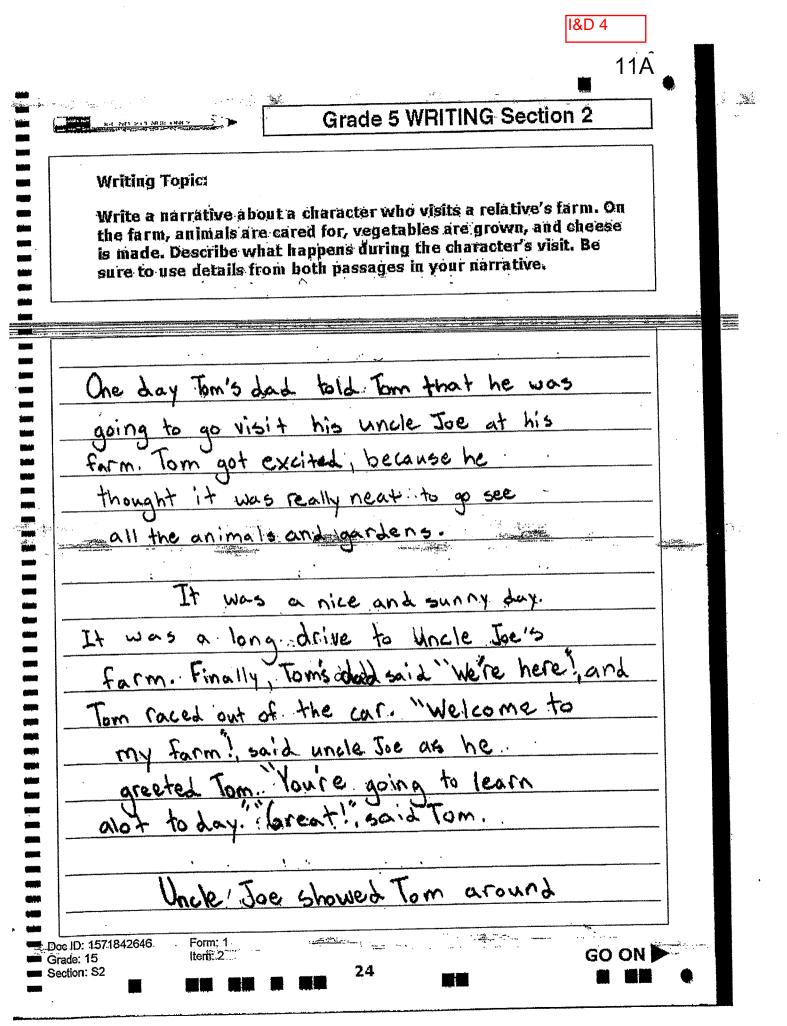
1&D 4 10A THE WAY Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. was <u>concking</u> (ମହାର୍ଯ୍ୟ mi boots socks shirts Suitcuse, two aurs of 240 under wear, and neason um two. CARC This 15 tac VIST tethes to -0100  $\infty$ Crdo Inc grundmother racm in TO Was going .and JILION 0 YŁ Q Sai drive M 50 TO, hours 20 \a5 Le Saw my house Could Sine arrived Knew tam nous ·· -----Form=1-Doc ID: 1571842156 GO ON Item: 2 Grade: 15 24 Section: S2 Page 33

10B 1 Grade 5 WRITING Section 2 house with Furm. house is a low have stairs, a big basement, an attic Kulcony, it that awesome house. nouse 15 dreams." ather Etec to my AFUNC tri goondmother for about un nour and Was late 10 10 and nad room was. Whe m VChaur storrs and MAL actroom up an oaly. now tomorrow would a wondertu R dav. woke us J Soon IN slipped on my juins, put on my boots , and down stairs. As soon as I was downsta ine L an My grandfather breakfust uleady Sm Could Coop, and Fresh From the chicken scrambled eaus could mode trom PIQ. GIAU grandmother bocom tresh biscuits, source and pancakes. then mide breakfast I had ever haid suid acund hest "Me too" I replied. Doc ID: 1571842156 Form: 1 GO ON Item: 2 Grade: 15 Section: S2 25

10 an <u>Phi</u>nad - (Mar) ---Grade 5 WRITING Section 2 7. is soon as breakfast wers over do my chore's day until night. **O** do the chieffen coop chec was choose to ricst ne missin the contre to check toser chickens. hey. They did they 50 if 0 T0 burnhouse Ci <u>ao</u> they can eat the cuttle to Un to #1 tearchine to 00 see if the needs Ford o ucound We their is to see be ceasi OCCO Fince, "these news nt the racks that could barry rock in sight." I suid. herd to can milk cattle barn house T cows.Mil King beaute Cows hurd WOCK hard, the con will mad eet to Succes few careful. Afte Kick mc. So I to be nows of milking, I never got Kicked, time for the next chore! I said. Then to ----Doc ID: 1571842156 \_\_\_\_ Form: 1 Ser Line . GO ON Item: 2 Grade: 15 Section: S2

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DE Grade 5 WRITING Section 2 life. Doing this job requires silent, Mapons, Will horse, and a day by your side. 50 Weat nfl admite twenty-two and A.M. COT lasso, their day rusty, and whome from the burn CAN <u>ann</u> of wetching and Fin Д hours a bia atic Whiting. Then afen minutes heard lice CON ot (AS Сл rushed and the chicken chickens from 000 chicken just when it on my harry and act there it was my First time shot it down Actuly Th shooting a Note CIO to Coyote, fran ČA. momine 105 packed up my QUUN OFISE SU CATY belas da istonder Eul as Scannela to. - to 90 Wunt to rusty and the other gn Good a former lite. as goin TOM an anima Doc ID: 1571842156 Score Point: 4 Grade: 15 The content is appropriate for audience and purpose. Section: S2 Characters are fully developed using descriptive details. Point of view is clearly defined. Narrative techniques such as dialogue and description are used effectively to develop experiences, events and characters.



11B 14 N o 🎒 Se Grade 5 WRITING Section 2 the farm. Tom starts wondering if he's ever going to start learning about this stuff. "Can you start to show me how to do stuff around here? Tom asks politely. I was just about to show you how to take care of the cows, says lincle Joe. Tom followed uncle Joe to the barn. He can that some cows were lined up against the wall. "I'm going to show how to milk the cows? said uncle Joe. I've already herded them into the barn. uncle Joe started milking one of the cows. While the cows are being milked, someone will have to shovel hay and grain into the feeding troughs so the caus will have something to eat. Then they would shove manure from under neath the cows, replacing it with fresh sawdned. Could you do that for me Tom?" said unde Joe. "Surel" said No. 14 Doc ID: 157.1842646 Form: 1 go on 🕨 Item: 2 Grade: 15 25 Section: S2

## Grade 5 WRITING Section 2

11C

Tom. "Great job!" said uncle Joe after Tom had finished. "Later we will use this milk to make cheese. Let's head to the aprilen." They head to the garden. Uncle Joe shows Tom the crops and how they are plowed. We grow lots of fruits and. vegetables here. Right now some carrots and potatoes are growing. Over to the right are our Fruit Frees. We have 蠽 apple trees and orange, trees. And to the left are bushes. There are grapes, blue berries, raspberries, and blackberries growing on them. Later on we will start growing strawberries. How would you like to pick some berries to take home?" "I'd love to!" said Tom; eveing the bushes covered with berries. ini Tom had finished After Doc ID: 1571842646 W. Form: 1 GO ON Item; 2 Grade: 15 26 Section: S2

11D Grade 5 WRITING Section 2 picking what he wanted off the bush they headed back to the barn to get the milik they had milked from the cows earlier. "Are you ready to make Some cheese? asked uncle Joe. "Yeah!" shouted Tom. "First you must collect the milk. Today we are using milk From cows. You could also use milk from goats, water buffalos sheep horses, of even reindeer! After you collect the milk, you put it into the cheese maker. It will heat the milk. When the milk reaches the right temperature, bacteria and rennet are added. Rennet is a substance used to curdle milk and to make the cheese break apart into curds and whey . Bacheria adds to the flavor. of the cheese. Then the cheesemaker will drain some of the whey off the curds. The curds are squeezed and stirred. If you want to make soft ÷ Doc ID: 1571842646 Form: 1 Item: 2 GO ON Grade: 15 27 Section: S2

11E and the second s Grade 5 WRITING Section 2 NET WER MINE 4 HAR 7 · a few cheese, you may lon in squeeze you want to make hard times. cheese, you gut the curds into smaller heat them at higher pieces and temperatures. Once the curbs are the right texture, the cheese maker may <u>Cheese</u> salt and herbs to the the ru Shape 012 hen shape into a mold  $\tau n$ cheese. And finally, the cheese 50 sit alone on a shelf to dry to age. The longer needs 14 stronger the tast be WOw: was really cool! said Now it was time to leave. Jom liked it alot and thoug ished Hew it was really soon he Cou (DMC) Score: 4 18D Content is appropriate for audience and purpose. Story is fully developed using descriptive details. Context and point of view are clearly defined. Narrative techniques are used effectively to develop experiences, events, and characters. Form: 1 Doc ID: 1571842646 Item: 2 Grade: 15 28 Section: S2 

1&D 4 12A . . ----- Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. Eleven year old Haley Smith was your ordinary girl until it came to farming. She laved all farms but she loved oping. to a farm that made cheese the most. It was fantastic news when her mom told her that she would be going to her Uncle Tom and Aunt Sarah's farm for two weeks. She would be leaving the very next morning. She was very exited. "Yay! Squealed Haley as they pulled out of. their driveway. Her mom, and dad were going to take her and then go on to some extravoger place. They had not told her where. When Hakey woke up, She found that they were coming up the driveway to Sarah and Tom & house WB are Form: 1 Doc ID: 1570579617 Item: 2 Grade: 15 GO ON Section: S2 24

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Grade 5 WRITING Section 2

12B

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here, she screamed: "IF you don't mind Haley, I'd like to keep my eardnums in tact a while longer." Said her dad. "Sorry," She said a bit quicter this time. When they got to the door, Aunt Sarah greeted them with milk and cookies. Aunt Sarah and Mem chatted for a while about some things that Haleydid not understand. Then it was time for mom and Dad to go on. "Bye Mom. Bye Dad," I yelled as the car pulled out of Sight.

When Haley got inside she was Knocked down by her two cousins, Rylie and Josh. "Oh it's been forever since I have seen you!" Exclaimed Rylie: Rylie was twelve." What's up." Josh said. Josh was twenty:, done the biggest kid you ever Saw. "You want me to show. You around the farm"? Posked Rylie rather loudly. "Surre". I had been here before, but why say no? We looked at all the animals and the Cheese and milking barn. When they were done they

Doc ID: 1570579617 Grade: 15 Section: S2

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12C Grade 5 WRITING Section 2 went inside and Rylie: Showed Haley to her room where she would stay. The room had a ... huge canopy bed. It boked like a princess lived there. After that the two girls went to Rylie's room. Her room was almost the Gamie in as Haley's. It was amazing: the next morning the rooster crowed at 5:30 A.m. Rylie and Haley milked the two milk Cows, fed and let the Chickens loase and tended to the horses. They had to take care of five horses and Josh took care of the other two. The horses names were Jonny, Cleans, Roby, Misty, Echo, Hotshot, and Quickfeet. Haley's favorite was Hotshot. Haley and Rylie went to ride out in the corn field. Haley rode Hotshot and Rylie rode Rosy, Rosy was Kylie's very own horse. Haley wished she had her own horse. When the two were fired of riding horses the went to find Uncle Tom in the cheese barn. Doc ID: 1570579617 Form: 1 Grade: 15 Item: 2

Section: S2

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GO ON I

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Grade 5 WRITING Section 2

12D

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"This is my favorite part" Haley told Rylic. "Really"? Asked Rylic. "Mine too" They found Tom in the part of the barn where the cheese was sitting, waiting to age and get more flavor. "Hi thay." Said Tom. Uncle Tom had always called me Hay from the time I was born. Well, looks like you've grown about a foot since I last Saw you!" "I know it, it's been too long" I replied.

The Haley's last day there, she felt that Rylie was her sister. They had done everything together, whether it be chored or doing their nails. They did it all. When her mom arrived, Haley said her goodbyes and climbed in the car. She waved until she could see them no more. She was sad to leave but happy to go home and sleep in her own bed. She really coulden't wait to see her dad.

When she walked in the door, there was

Doc ID: 1570579617 Grade: 15 Section: S2

Form: 1 Item: 2

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# 12E

## Grade 5 WRITING Section 2

Score: 4

a suprise waiting for her. "Come on to the back yard" Said her dad. There in the yard was a beautiful black and white paint horse. Haley named him Hotshot after her favorite horse at Rylie's. Haley had an avesome time at the farm

Content is appropriate for audience and purpose. Story is fully developed using descriptive details. Context and point of view are clearly defined. Narrative techniques are used effectively to develop experiences, events, and characters.

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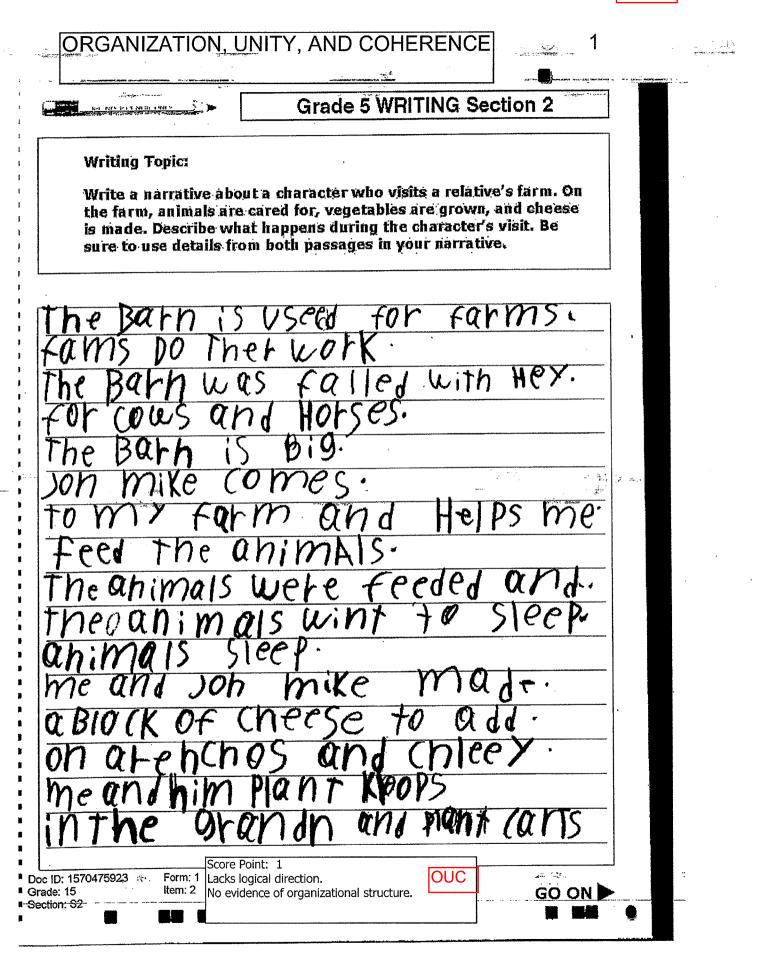
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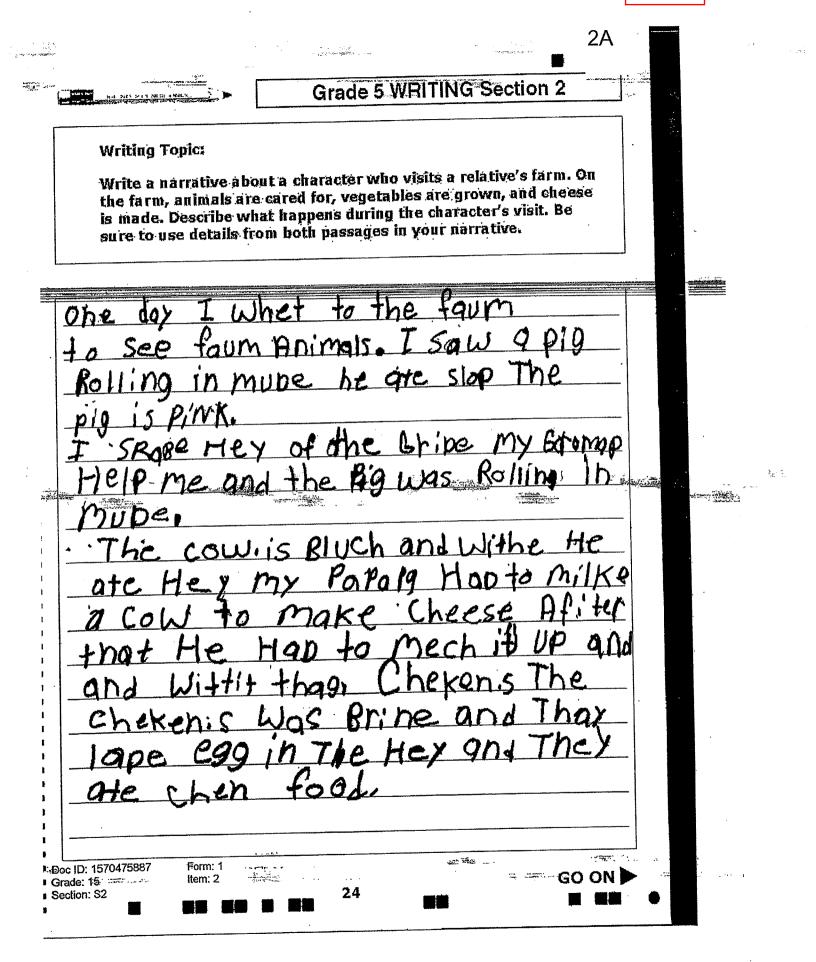


# WRITING/CONSTRUCTED REPONSE ANCHOR PAPER EXEMPLARS ORGANIZATION, UNITY & COHERENCE

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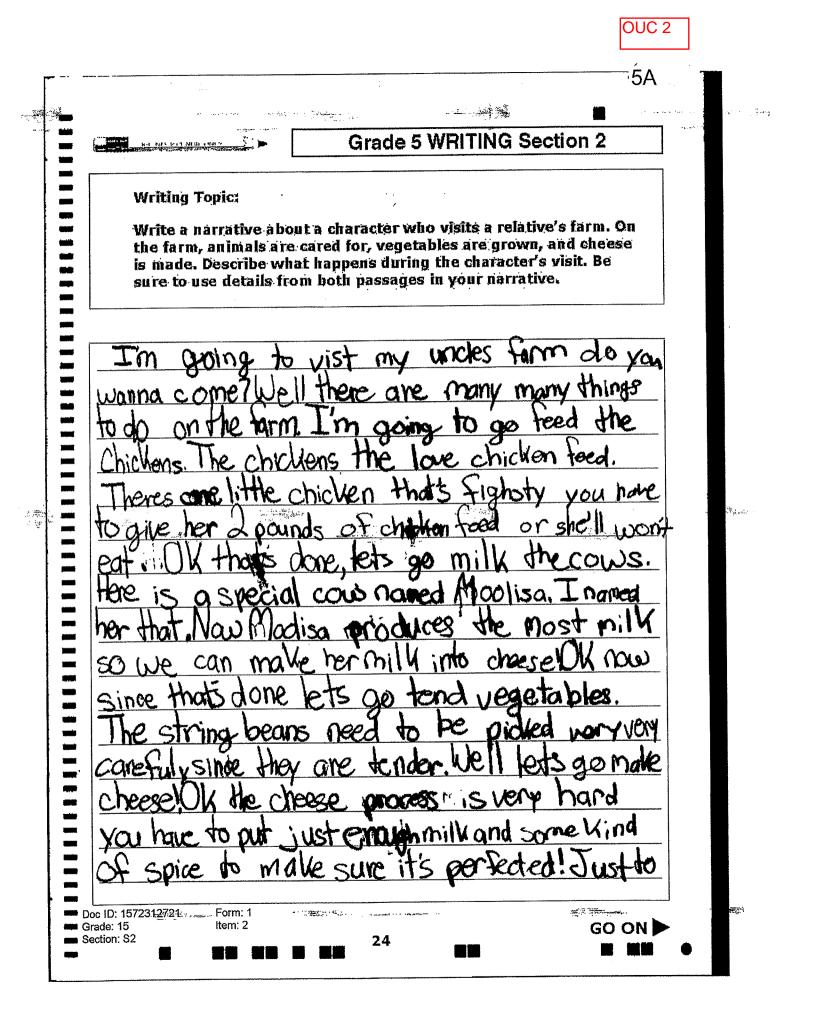
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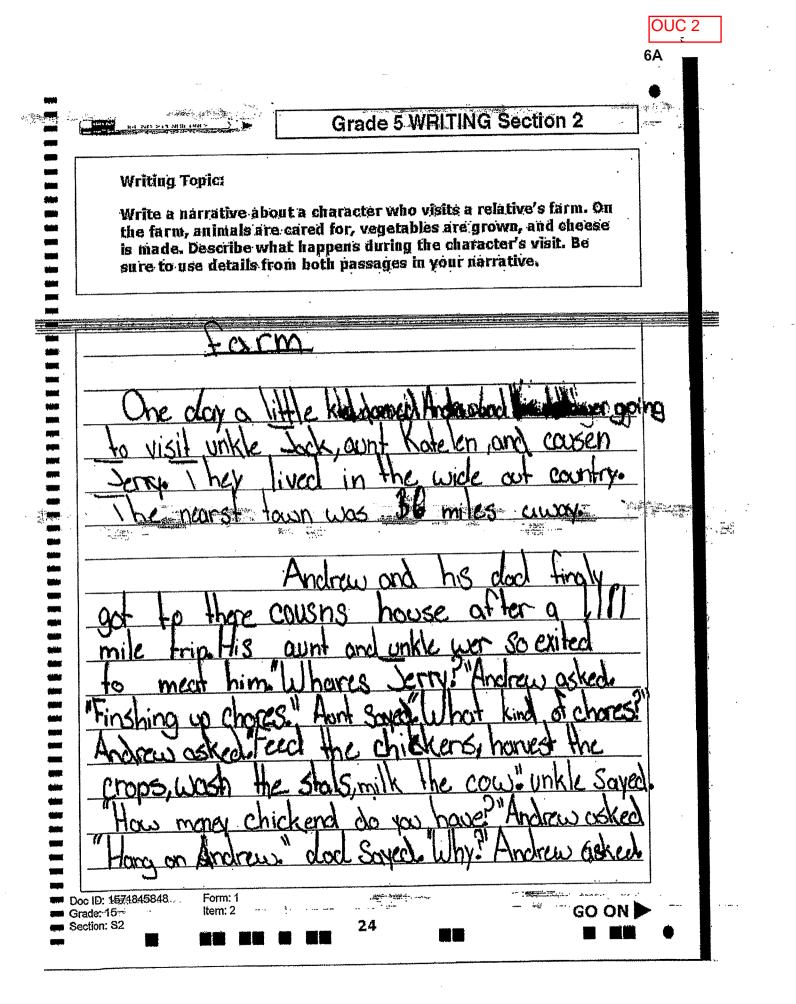
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ି 4B And the second second Grade 5 WRITING Section 2 and the annals plot out in the Pasture so they could clean there stalls. Then bary tells will to make so cheesen <u>ار ا</u> So then winter was coming up next month, and they had to get stuff ready for winter. like they had to get the crops, put the animals at the auction " Then winter come and all they did was freaze the food they had so it it lost all winter ) a week later they figured out that Lary was willises grand forther by marriages and so they worked and worked until the sun came up tell it went down. That day they had fus together at the auction Score Point: 2 Introduction may leave the reader with questions. Event sequence is limited which makes it difficult for the reader to follow the story or experience. Passage only. Ineffective transitions are used. Conclusion is missing. OUC Lacks logical direction. Carl and a start and a start of the start of Doc ID: 1571423605 ----- Form: 1--------GO ON Item: 2 Grade: 15 Section: S2 25



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7B الألية و الم an an in the second **.**., ÷.... . ..... Grade 5 WRITING Section 2 at that the Links Y milked th Kata manucc form <u>do</u> cl Vactable ask, now" they down! aurel Her Said R ded . toar the Ense auick "All, that's left T Pir for 404 surpris 00Y a., Katas K Ca ٢ aronad making soman 1. the ell ding. 10 USC ما pert Pick clou First you want" Ľ, her milk "Al ika rennal An baci dry and age the chase your done." And Ø Form: 1 Item: 2 Doc ID: 1571097404 · .; GO ON Grade: 15 25 Section: S2

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7C a di sa er en en en el de en présent A 14 . . **Grade 5 WRITING Section 2** 4 <u>084</u> ham 1 ) Cnt horic m nde 20 ťĊ ددن الله الله الله الله الله الله 1B 1C A. 222 uge table 600 Score Point: 3 Introduction interests and orients the reader. Event sequence is logical and moves the reader through the story. Transitions signal shifts in time and settings, and show relationships among experiences and events. Conclusion follows from narrated experiences and events. OUC ven pr ż. 1.18 ŝ North Contraction a de la calega , Form: 1 •• . - -Doc ID: 1571097404 Grade: 15 GO ON Section: S2 26 

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## Grade 5 WRITING Section 2

#### Writing Topic:

Doc ID: 1572209775

Grade: 15

Section: S2

Form: 1

Item: 2

Write a narrative about a character who visits a relative's farm. On  $\sim$ the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

be's unde Was onna VIST his to Jus. wonted bin the form morning said that Ungle . told him that dome help with the form. His unde ot of chones Cloing me TO do at the form, fin ecompte, they to get nad. Up and feed the new bodys-and check Tran )nexels mom left uncle loe showed After 1 him how to make choice it that two how but he Anally learned how to make choose.

Inde Joe woke up Presel at seven thirty In the morning he was tred but he knew he mason he' .: had to help his uncle that's the whole ben that were they went to po, eat comis When here. hinsted Doexel went to check the new borns and even he, bolifief and them. Threwes had trouble gatting The مان م<sup>ر</sup>قعة بي المنا م

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**8B** Grade 5 WRITING Section 2 1 0.5 1-52,1 IT ET: ALC (S) C MAR Y to come to him. Uncle Joe was telling Drevel what all that noise. Drexel had to Finish his last ... Was lob and that was to get the chicken eggs Under a heat long. Unde Joes form was huge, Drexel calidon t even find his way home until his uncle screamed his nome, Drevel thought to him self Finally bediturne. Once they were done eating unde Joe said lets make some cheese. They went over to the caus and storted milling the caus. After they Anisted they washed there hands and started to theat the milk. ین میں ریندر Drexel had the correct tempature and put butera and remet to the milk. Direxell: drivinged some of the when off the curbs the curbs are cut smaller and one pot at higher tempatives. When they were done unde Joe said put sult add flavor. Form: 1 at the search Doc ID: 1572209775 Item: 2 Grade: 15 GO ON Section: S2 25

**Grade 5 WRITING Section 2** IGA INTO PERSONAL ADDRESS Once the main chores were done the moved they SMOO to the second important chores. planning seeds tields sta e granden. Once a venta unde Se  $\mathbf{D}$ **₽**₹ وضا トノ Soil apod for next le the steel Ma chore Urexel2s nom called doina ond was picking up Drevel tomorrow. 90 She Storteck Sauce pack ond Trevel next year unally sole Sand Oan nex+ will think about 1-1goodbye unde his Soud him a huge. His mom Cnc areat NDU nave Click 0to do this Gard wont Hexelphoas surprised that his thim to help around unde wanted ond C NACA the Far mde. boby animals ONAL seed Score: 3 OUC some Abre -Introduction interests and orients the reader. Event sequence is logical and moves the reader through the story. Transitions signal Form: 1 shifts in time and settings, and show relationships among events. Dec ID: 1572209775 Item: 2 Grade: 15 Conclusion follows from narrated events. OUC Section: S2

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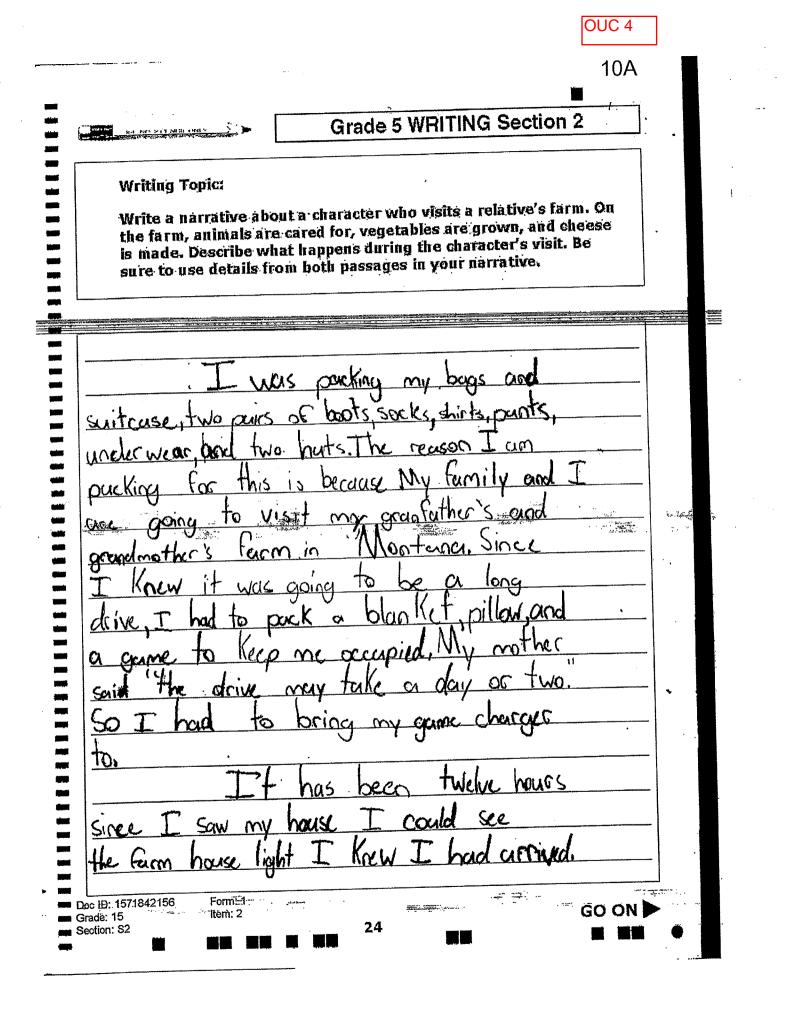
OUC 3 9A ş <u>Ş</u>a and the second second second second **Grade 5 WRITING Section 2** Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. One day Tom's dad told Tom that he was going to go visit his uncle Joe at his farm. Tom got excited; because he thought it was really neather to go see all the animals and loardens. Th a nice and sunny day. Was It was a long drive to Uncle Joe's farm. Finally, Tom's adout said We're here ! and Tom raced out of the car. "Welcome to my farm!, said uncle. Joe as he. loure going to learn areeted 1, said lom. to day. dereat alot le Joe showed Tom around and a second Form: 1 \_ . ستشک Doc ID: 1571842646 GO ON Item: 2 Grade: 15 24 Section: S2 

9BGrade 5 WRITING Section 2 the farm. Tom starts wondering if he's ever going to start learning about this stuff. "Can you start to show me how to do stuff around here?". Tom asks politely. I was just about to show you how to take care of the cows, says lincle Joe. Tom followed uncle Joe to the barn. He saw that some caws were lined up against the wall. "I'm going to show you how to milk the cows " said uncle Joe. I've already herded them into the barn." uncle Joe started milking one of the cows. While the cows are being milked, someone will have to shovel hay and grain into the Feeding troughs so the caus will have something to eat. Then they would shove! manure from under neath the cows, Replacing it with fresh sawdned. Could you do that for me Tom?" said unde Joe. "Surel" said Doc ID: 1571842646 Form: 1 GO ON Item: 2 Grade: 15 Section: S2 25

9C. .... Grade 5 WRITING Section 2 Tom. "Great job!" said uncle Joe after Tom had finished. "Later we will use this milk to make cheese. Let's head to the garden. They head to the garden. Uncle Joe shows Tom the crops and how they are plowed. We grow lots of fruits and. vegetables here. Right now some carrots and potatoes are growing. Over to the our Fruit Frees. We have. right are х÷ apple trees and orange, trees. to the left are bushes. There are grapes, blue berries, raspberries, and blackberries growing on them. Later on we will start growing strawberries. How would you like to pick some berries to take home?" "I'd love to!" said Tom; eveing the bushes covered with berries.; finished After Tom had 14 Doc ID: 1571842646 Form: 1 GO ON Item: 2 Grade: 15 26 Section: S2 

9D Grade 5 WRITING Section 2 · z ~ ---SHE FER RETURNEY picking what he wanted off the bush they headed back to the barn to get the millik they had milked from the cows earlier. "Are you ready to make Some cheese? asked uncle Joe. "Yeah!" shouted Tom. "First you must collect the milk. Today we are using milk From cows. You could also use milk from quate, water buffalos sheep horses, of even reindeer! After you collect the milk, your put it into the cheese maker. It will heat the milk. When the milk reaches the right temperature, bacteria and rennet are added. Rennet is a substance used to curdle milkand to make the cheese break apart into curds and whey . Backeria adds to the flavor. of the cheese. Then the cheesemaker will drain some of the whey off the curds. The curds are squeezed and stirred. If you want to make soft Form: 1 Doc ID: 1571842646\_ Item: 2 GO ON 🕨 Grade: 15 Section: S2 27

9E Grade 5 WRITING Section 2 mar been prevention and a link of cheese, you may longing squeeze a few you want to make hard a de times \_ into smaller The CI cheed NOW CIN higher eat hem he e, temperatures 0 Drie-NC. cheese maker may use. the ant text cheese and herbs th +60 Shalle hP Shape mo 10 tinallu And Chee the ese. Lh sit Shelf 50 alone on a 90 the ongei nee oot waw : be stronger was really 1000 Now it was time to leave. Tom liked **0**0 hou Ci He wished leall it was soon. he COU CHMP Score Point: 3 Introduction interests and orients the reader. Event sequence is logical and moves the reader through the story. Transitions signal shifts in time and settings, and show relationships among experiences : A: , Doc ID: 1571842646 Form: 1 · State and events. Item: 2 Grade: 15 Conclusion follows from narrated experiences 28 Section: S2 and events. OUC



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10C ····· Grade 5 WRITING Section 2 BU NET PIN MUR CHAP soon as breakfast wers over do my chore's day until to, cl (00) was chose to ci 9 ics and shared and starting TO SLO to C cl 10 to 20 ccia pat 50 ne co 10 an int ተ To 10 1. if 500 needs to .Cee their 15 ta Cred ceasie 60 to these was not terce. racks th that DEPO CO herd ta in sight. I sui rock CA IK mi CUN T barn house cottle W. Kin. Cows mad the ec 540 hird G caset Sa Kid to be uno Kicked, time For the next chore! milking I never od haves scrid. The the. Tn ta M المنت التجتر ال Doc ID: 1571842156 = Eorm: 1 an in the second se GO ON 🏲 Item: 2 Grade: 15 26 Section: S2 

10D ege an in words i mirst gaad Grade 5 WRITING Section 2 and the ÷2. LOS AND THE ACCULENCE Y -make cheese. Making cheese takes about of work. I have to benu to It the right charge milK.make get richt temper ciali ter w. to do to mo a 00 to Tr U Ø CAN P. cheese tarm Č. n. Lwou Τo Come W I 90 Charle nce m cest an bilds teco the tin (100)back Cio; ٢o they me thn sell. Sucuse aont - Oct bind CAON to the ser. 115 m ()() would sturt biting and Q. chores COM. as Yecoack!" about ch UNK wickly **O**k natchel 40 une moli P scill roubl Feel chi all & my la twas actions Ċ gauco trom CIUN maw Τn 12-1<u>2</u>-1 2 522..... Form: 1 Doc ID: 1571842156 GO ON Item: 2 Grade: 15 27 Section: S2 

10Ė Grade 5 WRITING Section 2 NET PTR NEW CHAY job requires silent, Mapons, this Using W CL admite Q<u>WT</u> vent C and Ťc an rust <u>m</u> 06 CICIO ( < **N**C ሮአ atic heard N MIGI <u>WC</u> ûċe no 0 CUShed r JAG chi iclin the jja ġ, WUS )**(**1 and Hotuly 1001 Ţ . th . 500 Shoot in . ï to CO (0) fran ġ, momine 105 packed 0 (A) mCACY being do TO Q ADON'O gr ms 0 0 M anin Score Point 4: Introduction engages and orients the reader. 💻 Doc ID: 1571842156 Form: 1 3101 Well-structured event sequence unfolds in a natural and Item: 2 m Grade: 15 logical manner and moves the reader through the story. Section: S2 A variety of transitions signal shifts in time and settings and show relationships among events and experiences. Conclusion naturally flows from narrated events. OUC

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11A Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. See. 1 Eleven year old Haley Smith was your ordinary girl until it came to farming. She laved all farms but she loved oping. to a farm that made cheese the most. I was fantastic news when her mom told her that she would be going to her Uncle Tom, and Aunt, Sarah's farm for two weeks. She would be leaving the very next morning. She was very exited "Yay! Squealed Haley as they pulled out of. their driveway. Her man and dad were going to take her and then go on to some extrainingent place. They had not told her where. When Hakey woke up, she found that they were coming up driveway to Sarah and Tom & house. WB are the Doc ID: 1570579617 .... Form: 1 GO ON Item: 2 Grade: 15 24 Section: S2

11B

an Tarry A 25 2004 - A JA a the second second Grade 5 WRITING Section 2 123 WEAT FILE AND A DAY here, she screamed . If you don't mind Haley, I'd like to keep my eardning in tact a while longer." Said her dad. "Sorry," She said a bit quieter this time. When they got to the door, Aunt Sarah greeted them with milk and cookies. Aunt Sarah and Mom chatted for a while about some things that Haleydid not understand. Then it was time for mom and Dad to go on. "Bye Mom. Bye Dad," I yelled as the car pulled out of sight. When Haley got inside she was knocked down by her two cousins, Rylie and Josh. "On it's been forever since I have seen you!" Exclaimed Rylie Rylie was twelve. "What's up." Josh Said. Josh was twonty, done the biggest' kid you ever Saw. You want me to show. you around the farm"? Asked Rylie rather loudly. Sure" I had been here before, but why say no? We looked at all the animals and the cheese انب and milking barn. When they were done they Doc ID: 1570579617 Form: 1..... Sec. Production Item: 2 GO ON Grade: 15 Section: S2 25

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11C لأن الجرار وحقاده ورويد منشق وشمأرين Sec. Sec. Grade 5 WRITING Section 2 went inside and Rylie: Showed Haley to her room where she would stay. The room had a huge canopy bed. It boked like a princess lived there. After that the two girls went to Rylie's room. Her room was almost the Gamie : as. Haley's. It was amazing the next morning the rooster crowed at 5:30 A.m. Rylie and Haley milked the two milk Cows, fed and let the Chickens loose and tended to the horses. They had to take care of five horses and Josh took care of the other two. The horses names were Jonny, Cleans, Rosy, Misty, Echo, Hotshot, and Quickfeet. Haley's "Eiser favorite was Hotshot. Haley and Rylie went to ride out in the corn field. Haley rode Hotshot and Rylic rode Rosy. Rosy was Kylie's very own horse. Haley wished she had her own horse. When the two were fired of riding horses the went to find Uncle Tom in the cheese barn. Doc ID: 1570579617 Form: 1 GO ON Item: 2 Grade: 15 26 Section: S2

11D an a chiange Grade 5 WRITING Section 2 "This is my favorite part" Haley told Rylic. "Really "? Asked Rylie. "Mine too." They found Tom in the part of the barn where the checoe was sitting, waiting to age and get more flavor. "Hi Hay "Said Tom. Uncle Tom had always called me Hay from the time I was born . Well, looks like you've grown about a foot since I last Sow you!" "I Know it, it's been toolong" I replied. Da Haley's last day there she felt that Rylie was her sister. They had done everything together, whether it be chores or doing their nails, They did it all. When her mom arrived, Haley said her goodbyes and climbed in the car. She waved until she could see them no more. She was sad to leave but happy to go home and sleep in her own bed. She really coulden't wait to see her dad. When she walked in the door, there was ..... 1 **- 7** - -----Doc ID: 1570579617 -Form: 1 Grade: 15 Item: 2 GO ON Section: S2 27

11E - 1919 - 13. A.T. weeks to Determine Grade 5 WRITING Section 2 ILST NEW PERS a suprise waiting for her. "Come on to the back yard" Said her dad. There in the yard was a beautiful black and white paint horse. Haley named him Hotshot after her favorite horse at Rylie's. Haley had an aussome time at the farm Score Point 4: Introduction engages and orients the reader. Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story. A variety of transitions signal shifts in time and settings and show relationships among events and experiences. Conclusion naturally flows from narrated experiences and 1.12.5events. OUC 100 \_\_\_\_\_ X..... Eorm: 1 · 44 -----Doc ID: 157057961.7. Item: 2 Grade: 15 28 Section: S2 

OUC 4 12A المعانة ستكولي لمد Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. wascanice, sunny day and George was his Grandparent's tarm. Cant <u>QC</u> George said to his parents, His formily Dacking and 5 Wen M hours later Georges man Said. rae ran out of the car and Grand ma nothing and hugged her. ae sai Sa here. glad to be George was he was and ne KP UP mornina. e wo arandma George, in ac each vou VOW trowning, George walked Ke cheese. anoma she said walking eed mi المسيطية المتحرب المتحربين محملتهم والمستقفين المستعد المعتور Doc ID: 1571842038 .Form: 1 Item: 2 GO ON Grade: 15 Section: S2 24

12B Grade 5 WRITING Section 2 the strange idae. But when she opene the fi toward of NR e Was Ø ð 6 Q 00 Ning and Sa 7 NON W (720)ρ 10mc Q the porch, down WO Keo e orge 10 P Λ 0 0 Q0 .... inghis (71 °07 ſ Ominutes to walk. 76 en ρ 0 K King 70 90 7 Doc 1D: 1571842038 Form: 1 يتريد فيري الم GO ON Item: 2 Grade: 15 25 Section: S2

12C Grade 5 WRITING Section 2 1 1. S. came out le kept soulezing more more came out. hen t Pa a 12 be enough. <u>ça</u> because was (001 JOWN  $\mathbb{W}$ )e was so excited warm george 60 acow day Grandpa tought h, M he he asked vegetables when now George herkon nl hP torgot abou 65 barn and ginandra hey went back  $T \cap$ dont scool enough his to Grandma." George to the house. walked Ce Ø ves eorge non COOKING 7 VAS menone <u>50</u> Said he ų ٢( can teach vaui JADA L I OI hm hoves Tew (Y ocde Should andhe 69 1.3 Form: 1 Doc ID: 1571842038 . Item: 2 Grade: 15 GO Section: S2 26

12D Grade 5 WRITING Section 2 all of the work he did that day, but was Sad that he would be leaving to mmorrow Score: 4 OUC Introduction engages and orients the reader. Well-structured event sequence unfolds in a natural/logical manner and moves the reader through the story. A variety of transitions signal shifts in time and settings and show relationships among events. Conclusion naturally flows from the narrated events/experiences. . . . . đ Section Section - Doc ID:1571842038 Form: 1 Item: 2 GO ON Grade: 15 Section: S2 27

## WRITING/CONSTRUCTED REPONSE ANCHOR PAPER EXEMPLARS WORD CHOICE

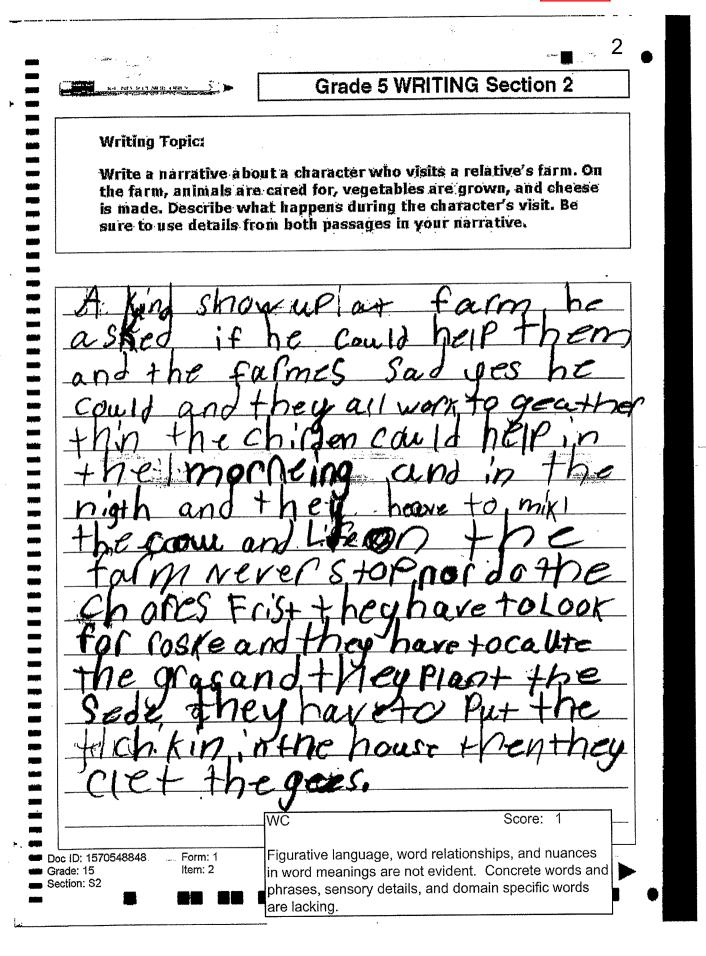
WC 1 Word Choice 1A an in the second Section 25 Grade 5 WRITING Section 2 NAME AND STATE OF A DESCRIPTION OF A DES Writing Topic: Write a narrative about a character who visits a relative/a form. On the farm, animals are cared for, vegetable single way, and cheese tamade. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. . , ears TO 90 0 0 Ó mor ng me hame CON 44.53 1. j. here Ne. m sins nom OU ma ac nne iad nn We. ÚD. r are ee ٦a 1 26 ma CλΛ 10 Q L jas 14  $(\lambda V \alpha)$ Form: 1 .Doc ID: 1570548621 A States Grade: 15 Item: 2 GO ON 🕨 -Section: S2 24 

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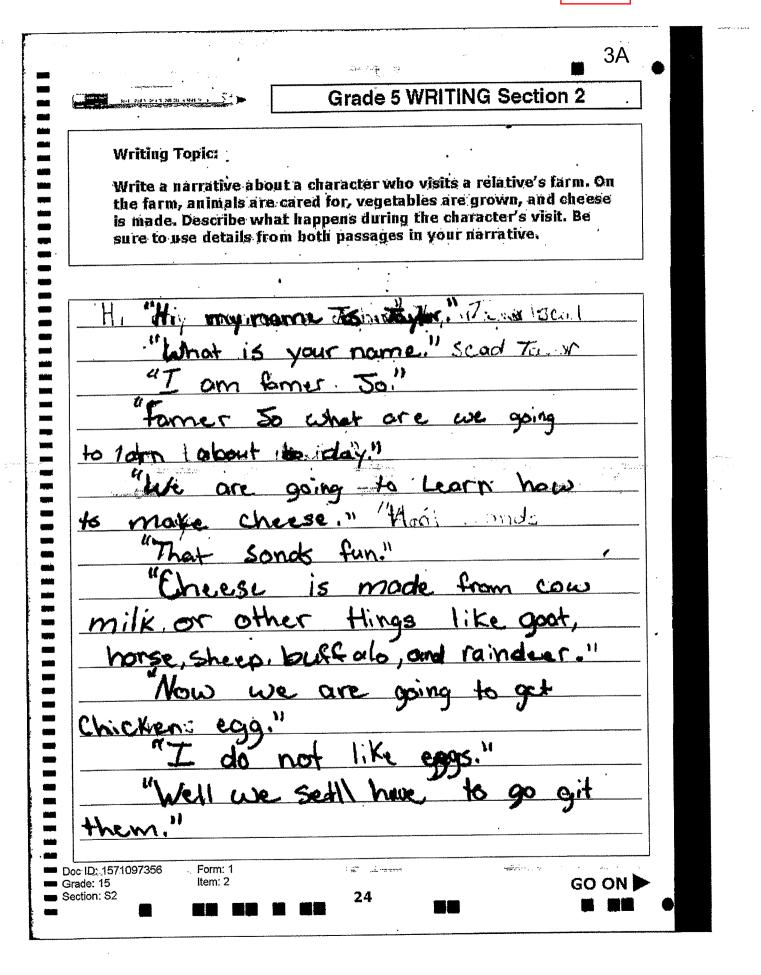
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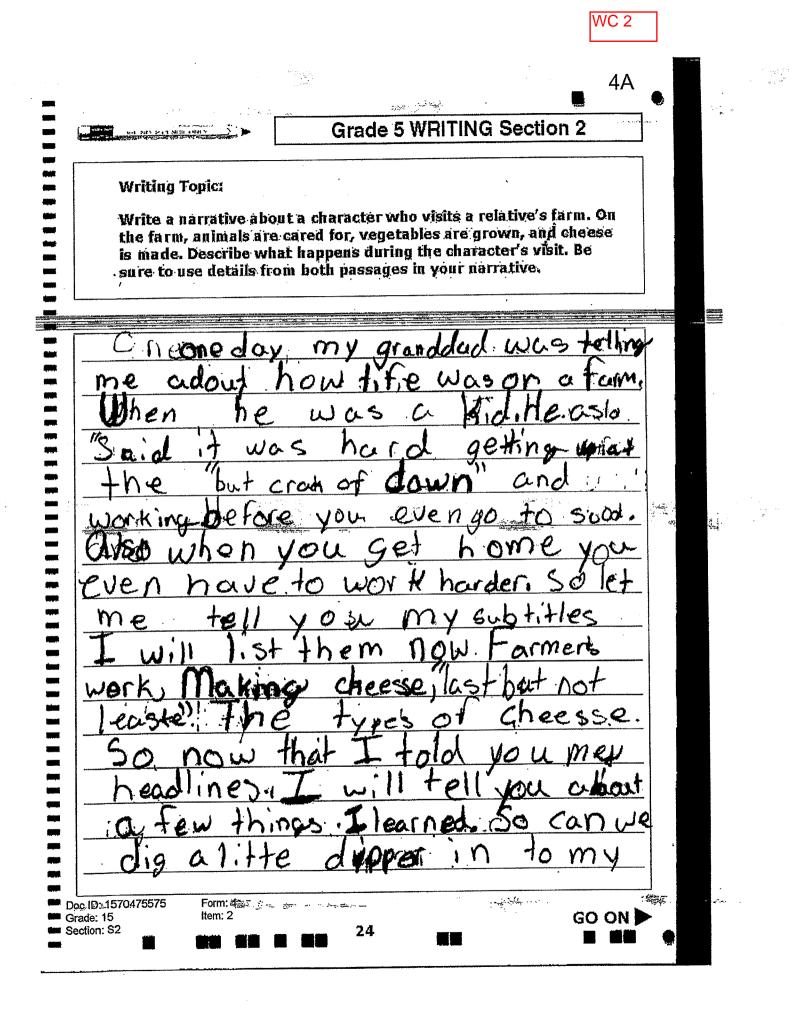


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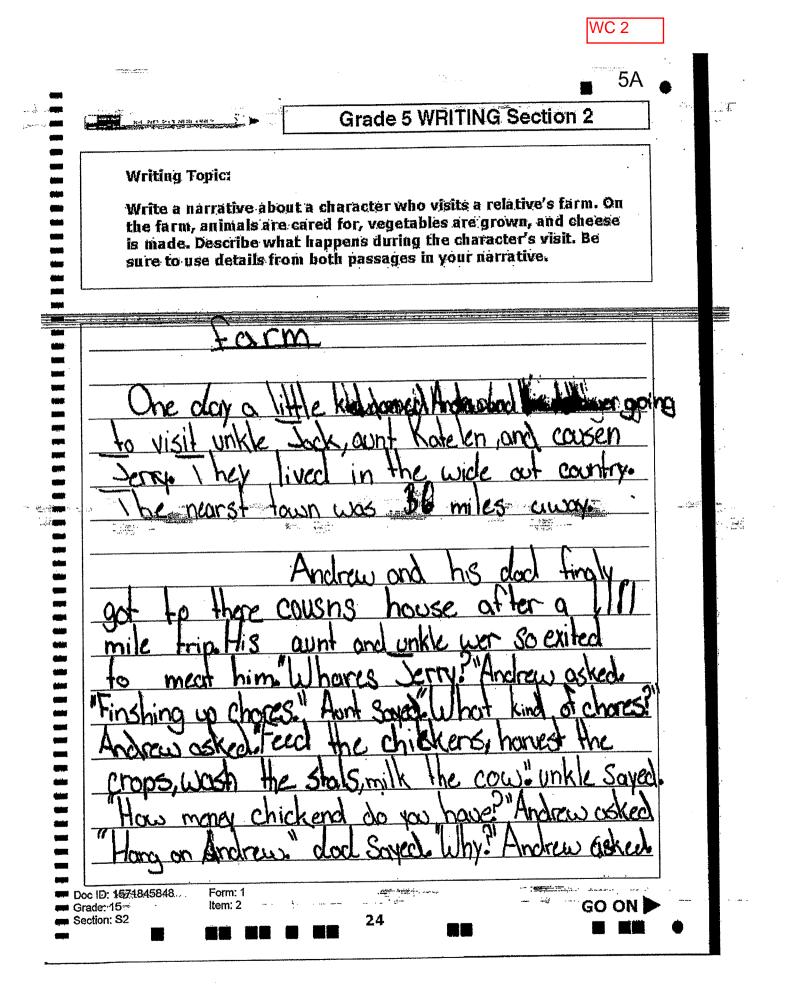


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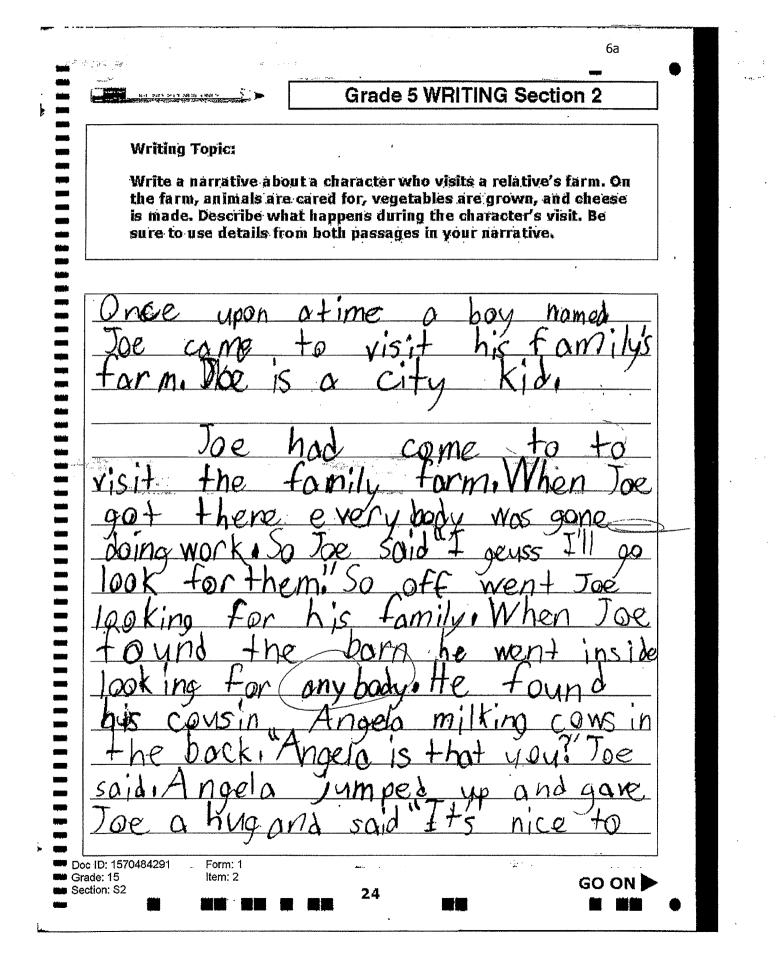
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5B Grade 5 WRITING Section 2 PERMIT in side"dac CLP mUP ¢ t question one P mme M VOV ١١ rnons ŵ ON YOUR na IN ame in. minuts 0<sub>0</sub>  $c\infty$ me CA SIMP ΩI me. ļ Sec. 3 San Part in a ncineu - 5 **O**M **MX** [[ Pry Ø cic ime (11) ". VITE Ħ Sceno **a** Andrau Sover WC Score: 2 Figurative language, word relationships, and nuances in word meanings are limited. Concrete words and phrases, sensory details, and domain-specific vocabulary are limited. يخدد Doc ID: 1571845848 Form: 1 - 2 GO ON Item: 2 Grade: 15 Section: S2 25 

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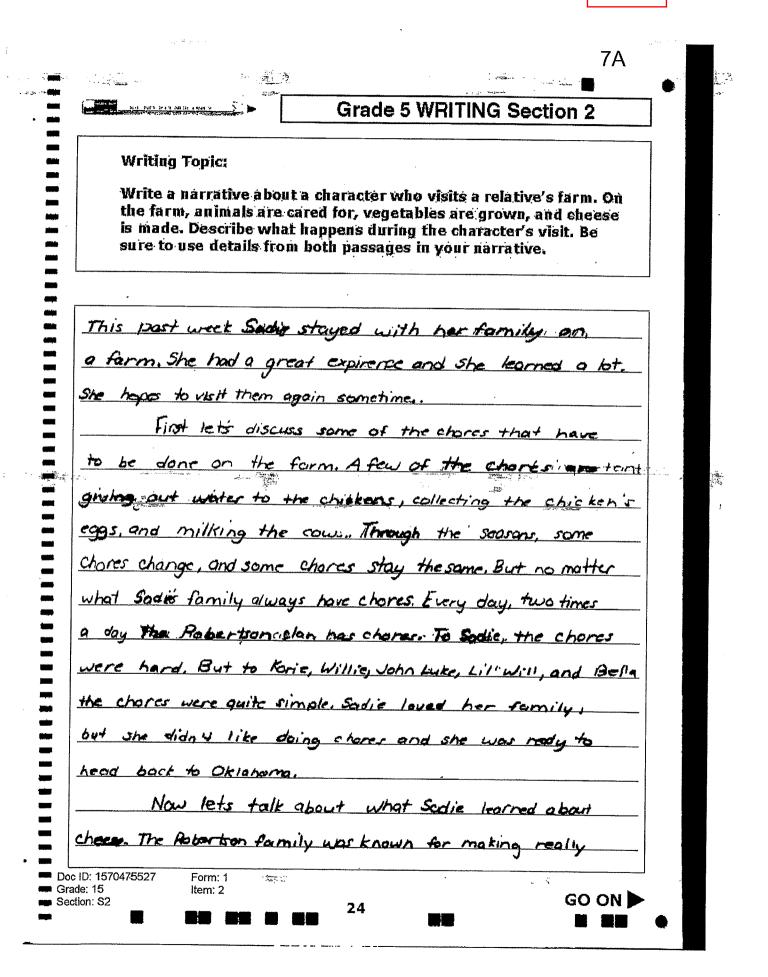


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60 were course Γ . Sector serve **Grade 5 WRITING Section 2** U 60 P 0 nØ/ JUN ሸ 1thd И đ Q 5 Δ ar 15 ()(N M OØ Q(1 at . ţ Ø 40 ) ( Ø, -7 arse  $\mathcal{O}$ m Doc ID: 1570484291 Grade: 15 Section: S2 Form: 1 man in the . : ... ۰. ·. • Item: 2 GO ON 🕨 26 

6d 1.1.1.1.1.1.1.1 **Grade 5 WRITING Section 2** :3 JOE ..... CIV \_ \_ he tour Joe and į, Y 0 -3 - A \* . در ا --\_ Score Point: 2 حد Figurative language, word relationships, and ندي nuances in word meanings are limited. Concrete words and phrase, sensory details, and domain-specific vocabulary are limited. . Doc ID: 1570484291 Grade: 15 w:lle-Form: 1 - Care -Item: 2 GO ON . Section: S2 27

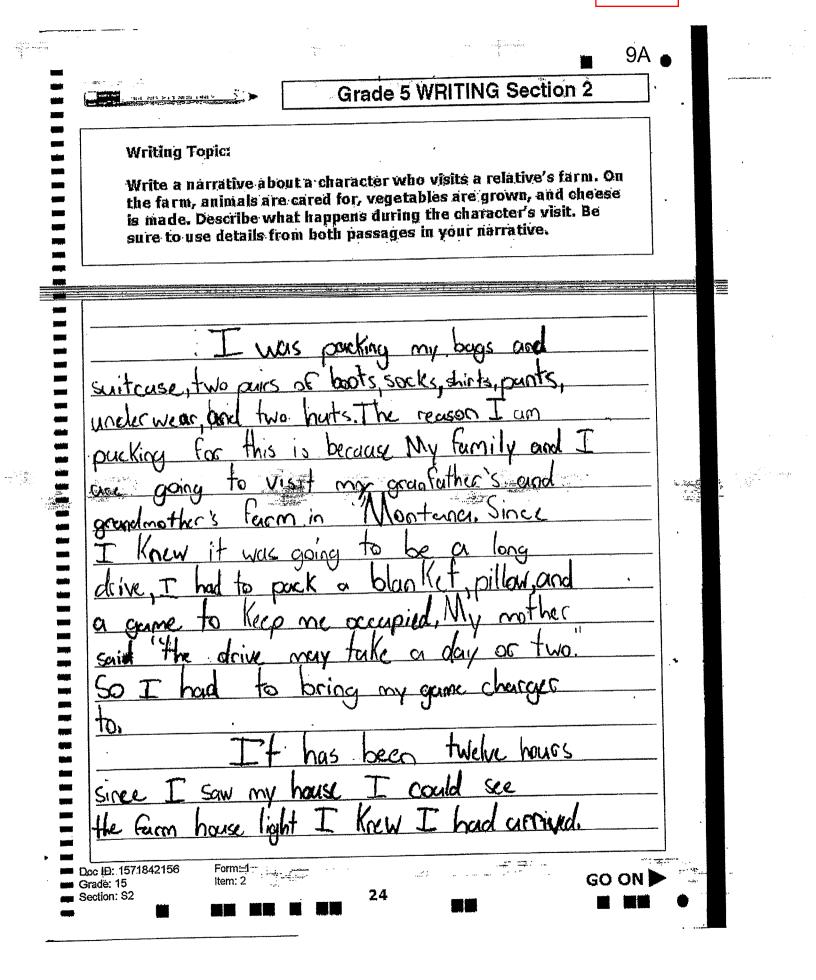
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**7**B Grade 5 WRITING Section 2 1 H3 MES PER ALLIN TANK Y good cheese and this part of Sadie's stay kind of interested her. The first ingredients to alt, kinds of-cheire is milk. You cannot make cheese without milk Mast of the time you make these from milk. It can also be made from goat, water buffals, horse, sheep, or reindeer. Each type of milk makes the cheer taste different, Certain kinds of cheese sometimes work better with certain types of milk. To make different kinds of cheeses you have to do many different things -----Now let's talk about sadie's stay. Sadre was not very fond of the charge she was assigned but she did them implucites. Sodie's foverite part about her stay was learning about the chear. The barney have to make cheese, how to get cheese And. many more things, Sodie learned so much Lihen 3 10 stayed with the Robertson family. She learned lot of different and awasame things about cheese. She learned + Hunter it is nice to helpout and تنعد do chores. She also learned that she loves her family more than any thing in the whole Form: 1 Doc ID: 1570475527 Grade: 15 Item: 2 GO ON Section: S2 25

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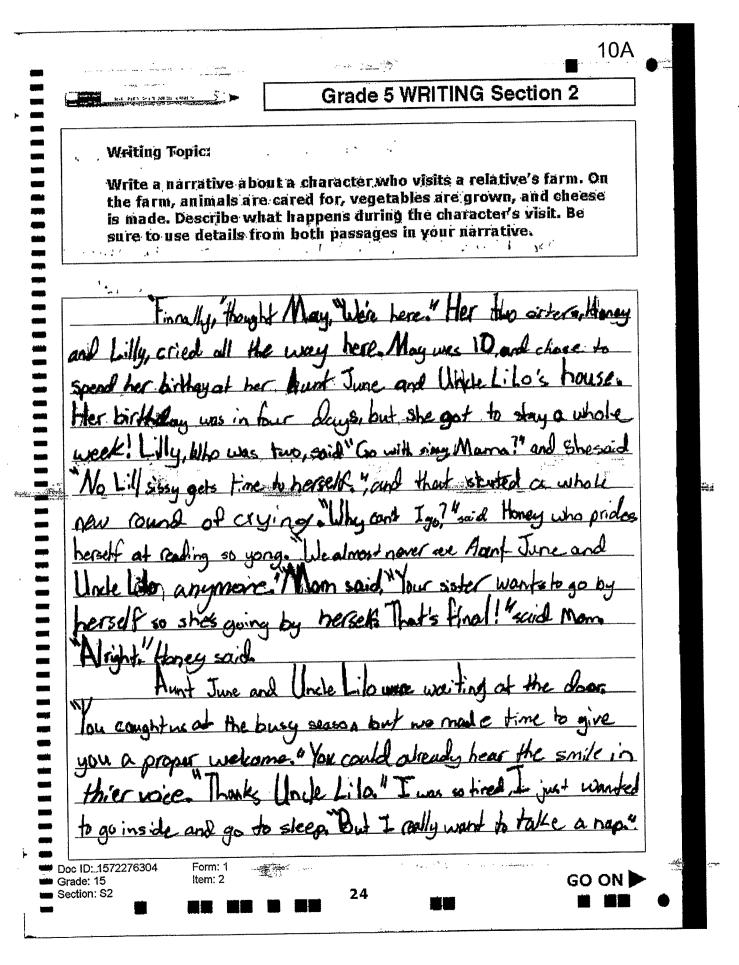


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9C Grade 5 WRITING Section 2 15.0 - NEW 271 YE NOT DI 1 HOM 7 is soon as breakfast ways over do my chore's day until night. M ot the chicken coop do check Ficst Choice to was -missing to check chickens. the contre tosco Ino.I They did so I iP they ٢o huy. needed burnhouse to a **AUDIO** то 20 the cuttle so they can eat 11anc to Co The 4 Tence line To 00 Ю to see if the and walk all acound ter. needs STAT I.S. . منتبع their need to see if is repaired .And to be Fence, "these was'nt racks the that bardi could in sight."I suid to herd rock СЛ milk cattle cun T barn house m th cows. Milking because fre work Cans hurd the con will mad eet if I to hard Since 22 careful. After Kick me. So to be und Kicked, "time For the next chose!" haves of milking I never got I said. Then the. huc ้ด (۸ Doc ID: 1571842156 - Eorm: 1 · Doc 1.1 Item: 2 GO ON D Grade: 15 Section: S2 26

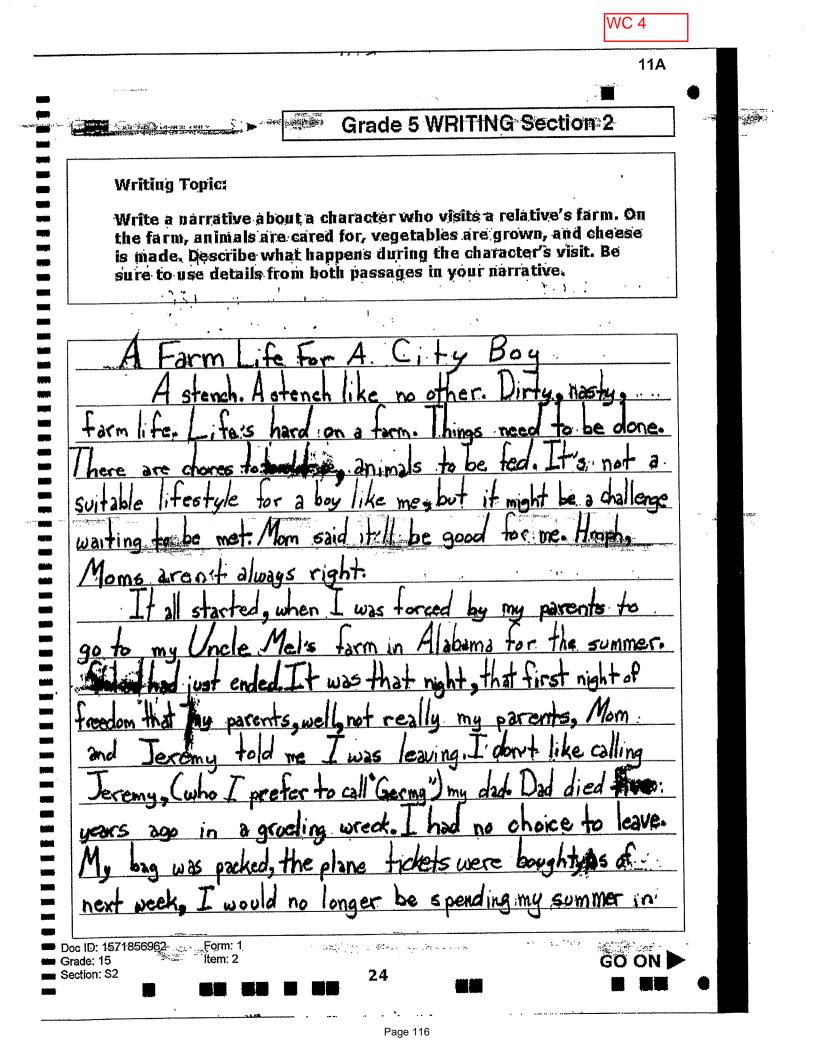
9D Grade 5 WRITING Section 2 ×. Making cheese takes all of work. I have to ma C 14 It the right charper I have to milk (X mile CICM Mod ciam 0 t ter nu vi 00 of α To ١Û. m Thi Ó CLOOS Q £ the tarm Lwos Come TO Τo Chore rest ot ' m Ű reco N the. billis 10 be  $\sim$ 2-1 12253, 1-254 the then bin El. Cloni - The second W IIS <u>uno</u> JOU stuct biting 0+ IW e apres TO NDG 8:5 crie coack !" ab Auichly **O**k tic und hatched orst will p would feel safe chick all & my nü 10 Jute thing Chores tinc th tucm trom gai CINY TO С · ···· g 🖬 rende sateral (III) Dec ID: 1571842156 - Eorm: 1 GO ON 🕨 Item: 2 Grade: 15 i i i i i Section: S2 27 -

9E **Grade 5 WRITING Section 2** job requires silent, warans, Wi bing this CL cid VINT and to burn rust <u>anv</u> COC of Westching Dic ሳአ atic **NALCO** MIG no 9 chickens ٢ċ ŧ ickin th THM/ (Circ WES ucr Shout 1 to. ote fran momin Ø 0119 pa ac US \$2 TØ α M \* )) || m **C**1 б 060 gr . ans . ODIM CAC Score: 3 WC Form: 1 Item: 2 Doc ID: 1571842156 Figurative language, word relationships, and nuances in word meanings 쁼 Grade: 15 . are demonstrated. Concrete words and phrases, sensory details, and Section: S2 domain specific vocabulary are used to convey ideas.



10B and the second secon Grade 5 WRITING Section 2 123 HEA PER ARTH CHAPTY The poor girl, Lib, she can barly keep her eyes own. the welcome after lunche said Aunt June." Alright I Unde Libe I still have chores anyways. wolse 40 from my Hub how nup, something smilled Jone lunch" I thought. I came out and fixed myself up and delicious. wid Some wag a lunch was rist wh my first and second plate and half of my third. mengry, "said June "Now our u Walting out in the barn." I was soo excited! I the base and Sow a new palmino, "Wow" I said Uncle ne up she abouty?" he asked. "Now what moil Saids Why are you asking me?" I saids She's yours now wingered "What?" he he asked " you I said again." Prinnes 4 L asked "Pammes," I sid louder this time. But he said. he next day, I started choras an parchene I dented Sques, com, tomatom green bears, Lime grat harvestel some leftury phions and spinich, I milked Low and got chicken eggs of cheese le mable all kinds and I learned he uscher to throw up Iwanha day was getting ready for my birthday wich wis I chose an out hit and Unche Lilo got me a Doc ID: 1572276304 Form: 1 Item: 2 Grade: 15 GO ON Section: S2 25 1

10C **Grade 5 WRITING Section 2** present and everything went perfect. tinally my birthday came I wore my out fit and I werd down Aunt June braided my hair and Uncle L invited all my friends and all the niebors. I've never had a beter party The next day I helped with the cour horses and ickens. I harvested more crops and helped with hay. The sent of the days were like this. The last day was We all said poolby and there ware no trans beaus perfect. we all there would be a nextime, My mom came and me up and aske now it went Best finder: said WC Score: 4 Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. Doc.ID: 1572276304 -----Form: 1 . 19 Grade: 15 Item: 2 GO ON Section: S2 26



11B Grade 5 WRITING Section 2 pentha Germy\_ later. 14 week New York Airport. 1 ie' gave OUF the blonde 204 201 prep aus until the plane 01 WY attendent th reached Hnallu ut beautiful drive sately vour destination Dexce mpala and à ren a01 - into Uncle Mol's. Lorepared muselt drave towards of dissipointment. summer Uncle Mel's ator, we arrived at be good me were. Mom said to words Yeah, I'm sure you, trust mo. Hove you. be an amusement park in the summer Ohywait, 25 às be going to one this sommer because stuck <u>|</u>/m pen'"I replied Pia to her Sarcastica the door. He waved me at Morn and Germa 40 From under cloud of dust comina Arove -I COS hugging -the bac bumben 1-m going to go kinds late so + Mel. tor my the pocket Hishing phone in my Doc ID: 1571856962 Form: 1 1.1. . . . . . . Item: 2 Grade: 15 GOON Section: S2 25

11C Grade 5 WRITING Section 2 backpack. I went into the room they had set up for sat on the twin sized bed next to some old granny guilts, exaining the ugly ford wall paper. morning, I woke up to annuful noise. Beep, Beep, Beep. "I rolled over to see a small I turned it off. It took no a second, but the abrim was set for 5:30. Mel came in and turned on the light." Rise and shine son, there's chores to be done. I never quite caught your name. ""My name is Hunter and I don't wake up before noon if. I have ? choice !" I retected pulling the covers my head " Well, you don't have much of a choice slick." he extained grabbing my feet and pulling: me out of bed. "Now get dressed come to the barn after your finished! I'll be waiting !ater, I slipped my Blackberry in my pocket and slowly saumbered outside. Mel, that crazy old man told me to go get the eggs from the chickens! mean like go inside, with the chickens. The next day he got me up at 5:00 am. I learned how to milk cows. It was disgusting. I thought Mel started. Form: 1 Doc ID: 1571856962 GOON Item: 2 Grade: 15 Section: S2 26

Page 118

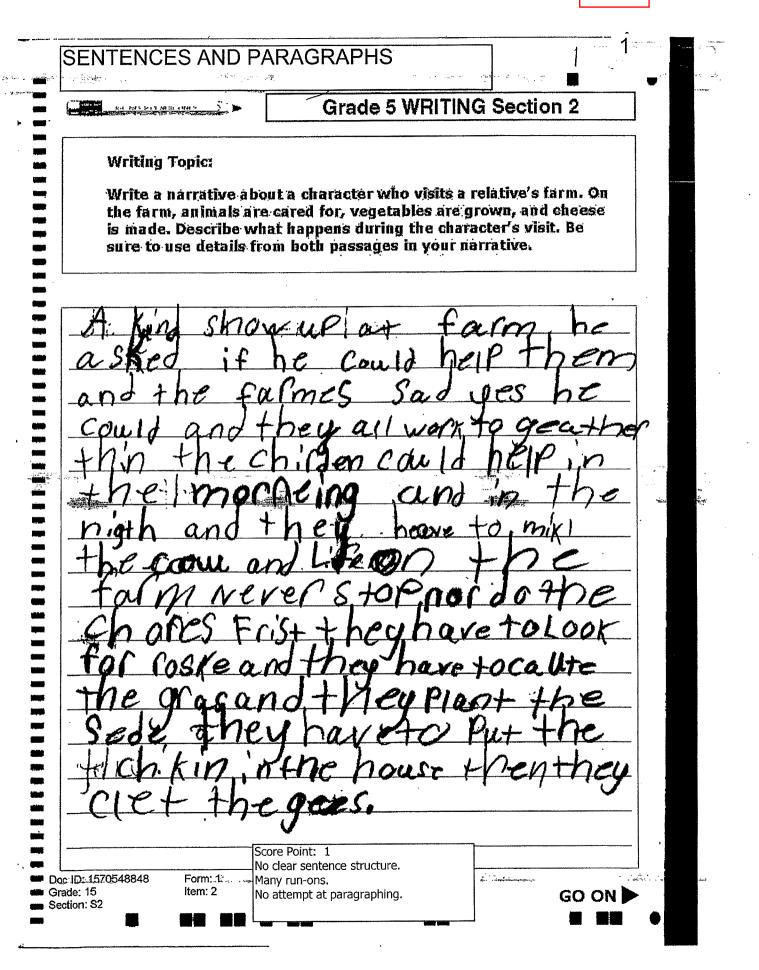
Grade 5 WRITING Section 2 ALL TEN HALLS IN Y because mid summer, he said -/+ 90 ight en υŶ, Paggie so that she coold explain him now **s**ia over hovel, she good. Koggie handed WC telt 0. She shoveli started she Now you aisus stalli abe 5 60 extained ex doson 17.20 aucss hels TAKING HIKING ø anyone er wasn't going 10 nere: 1 choice ome wasn -70 WW post Mel. pasal, an CARIE . stomped of 123T of these smelling animals. 655 in Iona summer went by + vneve 901 working الار) daus. made everything. Even Smelling resh great 25 the 1 phine sex cel no USC 40 9 pecked Chickons USCAD nas 901 9 kinds likes d mu to miss its was going Me week -210 3+ nole 25+ \$لا( packed. A +-9LM1. bags Tengie's 90 2// nu Doc ID: 1571856962 Form: 1 د به مهم به به برد د مربع ماری در مه . GO ON Item: 2 Grade: 15 27 Section: S2

11D

Grade 5 WRITING Section 2 DO NOVE INVITAGIN next day, Mom came Pick 10 ١e me gracious JSLCA uncle. mu טג ana orcmy Call • C 10 25 HIRNAD 10m 27 Dm. me me SUCC L'TUNTOGen 400. am nm went 91 home Я Jun 1 fe was hara conclusion, ves, n learned SUMMER earned challenge. it might 2 down trom nover DACK a redr 200 00 C cortain new 15 10 adina a СT MUSU WI Score: 4 WC Word relationships, and nuances in word meanings are denmonstrated effectively. Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectivvely to clearly convey ideas. Doc ID: 1571856962-Form: 1 State of the second -1101-Grade: 15 Item: 2 Section: S2 28

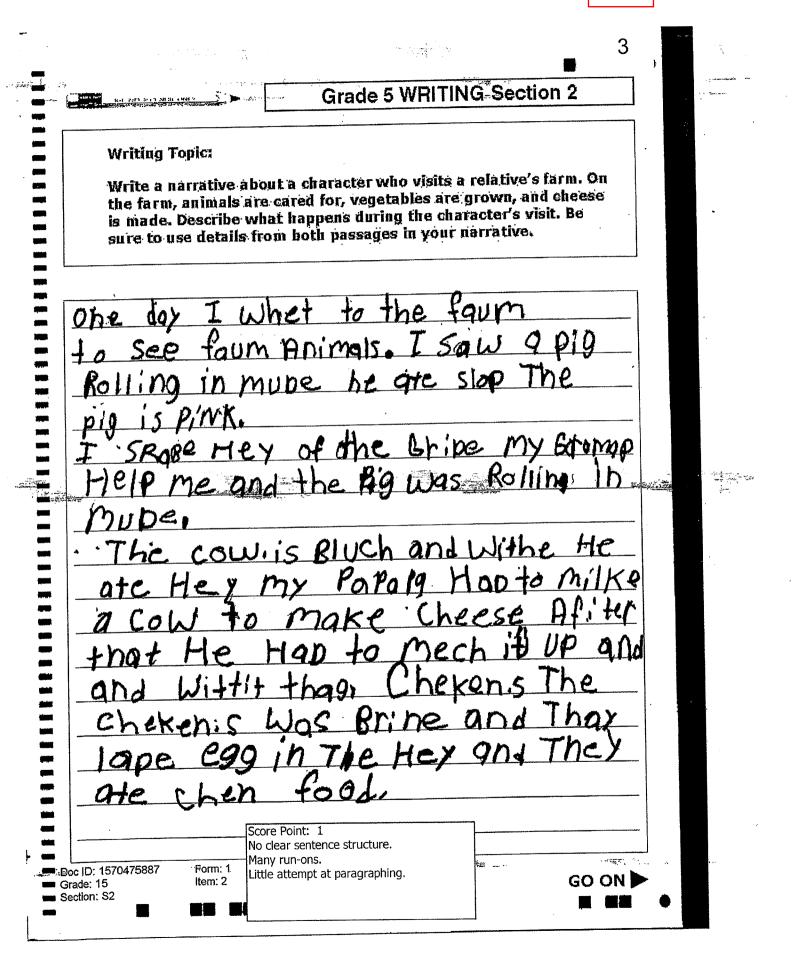
11E

## WRITING/CONSTRUCTED REPONSE ANCHOR PAPER EXEMPLARS SENTENCES & PARAGRAPHS



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Stat NEX DI TANDE AVAN A	Grade 5 WRITING Section	on 2	a., 1541
Writing Topic:			
the farm, animals an is made. Describe wi	out a character who visits a relative's i e cared for, vegetables are grown, and lat happens during the character's vis om both passages in your narrative.	cheese	
The Barn is	i used for farm	<u>ns</u>	
fams do th	et work.		1
The Barn w	as falled with H	ey.	
for coles at	ad Horses.		
The Bobb is	6.0.		
THE DAMINI		at the second second	
DUIT TINKE L			The distances
TO YY 17 FOR	m and Helps	me.	
feed the C	inimals.		
Theahimals	were Feeded a	nd.	
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Oh:MAIS S	IEP P.	~ /	
We and joh	mike made	<b>.</b>	
a DIACK AC	Marco to All		
U DIVIK UT	TTU Udd	· · · · · · · · · · · · · · · · · · ·	
Ion afence	us and (nice)	<b>F</b> .	
meandhim	Plant KPOPS		
inthe Orl	inden and mant 10	rrs	
S&P           Doc ID: 1570475923         Form: 1           Grade: 15         Item: 2	Score: 1 ear sentence structure. Many fragments/ru	In-ons.No	
	pt at paragraphing.		

S&	Ρ	1	



S&P 2 Δ \*\*\*\* Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. Coming to visit there are ves relatives form the tamley he QΛ feed he mem e  $\omega$ s M helo ean OWS C nom Can YP.U <u>N</u>N water Sel  $\mathbf{A}$ 10.m eu arown 250 an then Clean Cows Can water eu <u>Ons</u> Ωſ JQ-P CUN 05 A cheese an Some  $(\alpha)$ nomeeese be Ó GU Score Point: 2 Limited variety of sentence structure, type, and length. Doc ID: 1570480720 Form: 1 ۰. .. . Several run-ons. £ Grade: 15 Item: 2 GO ON 🕨 Section: S2

San Yes

S&P 2 5A m. ma haiteite -----anangan (n. 181 milit inggy ( Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. Unce apon a time there was this kid named Bob He lived on a faim with his dad. He woke biod in the morning and came back home at 7:00 He liked working on a farm alot he feeds his animals he milks cows and he even feeds the baby calf with a bottle. Bob built fences and panted them to he worked on cattle alot he had so much fun. He even rode horses and started picking up the Sticks So the horses wont get hurt, Bob even planted brumuta grass for the cows and Bob even moing the yard. bob bloke horses every day on the faim Doc.ID: 1570484704 Form: 1 . .. Item: 2 Grade: 15 GO ON Section: S2 24

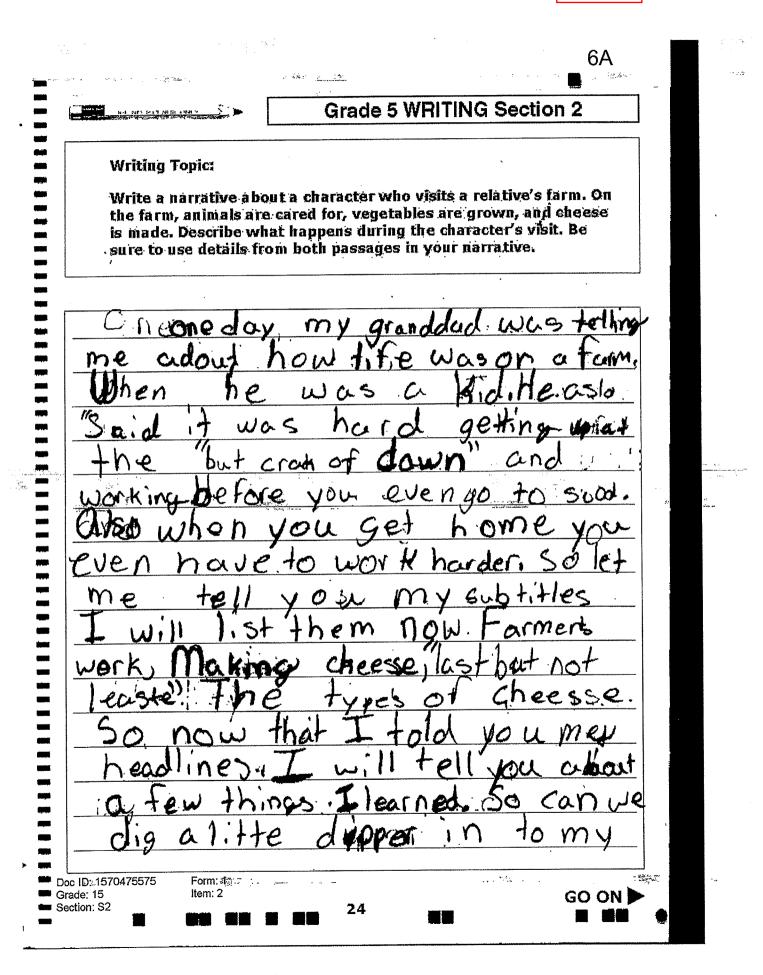
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5B Grade 5 WRITING Section 2 heeven checks on the cows to see if they all right. If the cows are not all are right then Bob has to give it medecen . Wow! think Bob is cooler then a farm. When Winter comes Bob has to put the baby calfs in the bain so the calfs won + die of cold ness. Bob cuts thi arass to make hay bales for the cows to eat. Bob glows vegtables so he can niake food and other stuff. When something is broken Boll fixes it the hydrolic oil pipe gets broken he has to weld if then put hydrolic oil in it then every thing back to normal. Then Bub could make more ponds to fish in and gaswinning. But first Bob is going to have to clean alot. the end Unce apon a time there was this Kid and Form: 1 Doc ID: 1570484704 GO ON Grade: 15 Item: 2 25 Section: \$2

	5C	an a
	Grade 5 WRITING Section 2	
	his name was Fred and he worked at a	
	Eheese factory. He was realy bossy he would	
angijan Angijan Angijan	yell at people. Any ways he made cheese he made	
	all Kinds of cheese. Now!	
	He made all Kinds flavors he made with	
	different Kind of milk. He made it with apat	
	milk. Cow milk, and the Water buffalo milk.	
	Score Point: 2 Limited variety of sentence structure, type,	
	and length. Several run-ons.	no fa constata da servição - Servição do servição - Servição -
		с, ,
anijin simir ⊨ anijin		
	oc ID: 1570484704 Form: 1 GO ON GO ON GO ON Form: 2 GO ON FOR A STATE OF A ST	

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6B and see Grade 5 WRITING Section 2 125 MEL TEN AS IN CAN Y writting. **.**... me (be 610 Mucking mos as re a UC **NVN** 7*d* OLL e. Y ρ PS 01 n er PPC นก 40 -----đ 70 rane kons [OS 100495 С, 01 o ree **MC** (YD) W m () -Doc ID: 1570475575 Form: 1 æ 1 . . Grade: 15 Item: 2 GO ON 🕨 النق Section: S2 25 

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6C F Grade 5 WRITING Section 2 chicks hen hou the 10 ezt Making Chees: 3 UD na 0 R 65 p Saca. 1 P mou 1 ne G Ð G H Mc ~e ne ee 10 a Q Doc ID: 1570475575 Grade: 15 Form: 1 GOON Section: S2 26

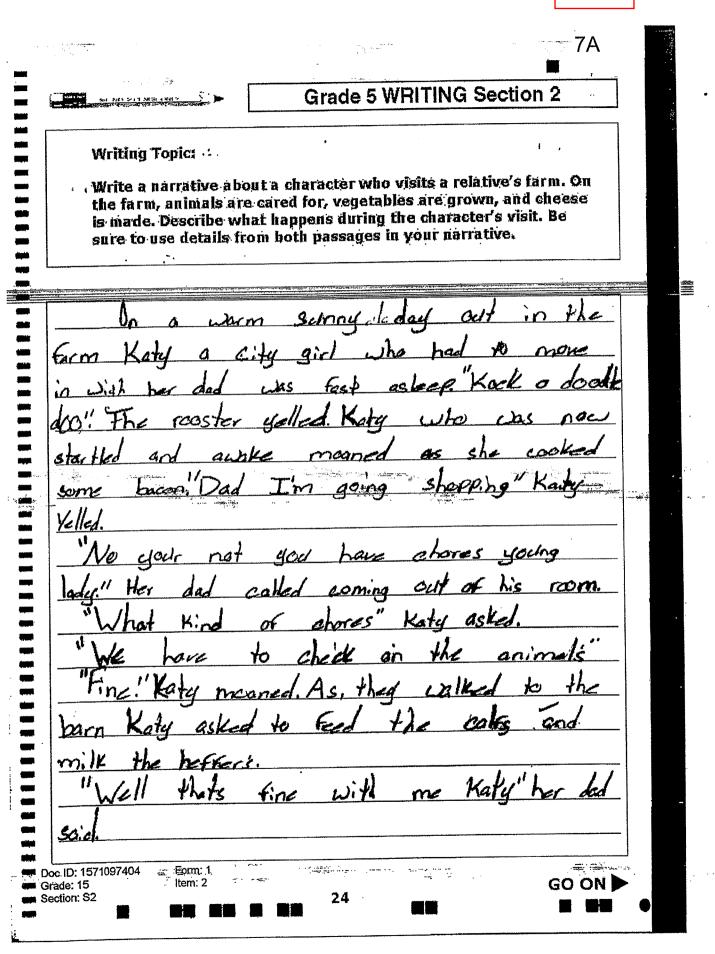
1 6D - - 7 Grade 5 WRITING Section 2 : Z \* 1 - th estimation y 50 trongerand +4 TLA 2 ppce Chieess 6 )e i P G es thuar <u>en</u> mee K abou eri C 1005 **e** ( 12ed CCS 5<u>77</u> m Ont ar-Ti cot ma Keeping hea 100 em 01 Т 9229 Mesan a 9 Su C do  $\cap \mathcal{O}$ pr eater 62 e ..... -Doc ID: 1570475575 Form: 1 Grade: 15 Item: 2 GO ON 🕨 Section: S2 27 

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6E earland. 3 Grade 5 WRITING Section 2 NO PTAND IN how much ee Omന 1S ť <u>c</u> 0 k)ng as M f es ew 10 ar . )ave C ..... P anina Sinti C h e i e Cr ρ ÷., 0 11 ake L + 0 Į, Schoo wh  $\mathcal{O}$ Q OM  $\sim$ ONE Quan • 5 en OU aan Νn С nc  $\mathbf{T}$ Score Point: 2 Limited variety of sentence structure, type, and length. Several fragments and run-ons. Form: Limited attempt at paragraphing. Doc ID: 1570475575 ż C21(0)\*) Item: 2 Section: S2 

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7B Grade 5 WRITING Section 2 -1 63 4313 F 14 Addit CMI Y Madre tom 11 now docert 60 thats Ali æ C 404 for sdefri Â ć Kai C Q Q ono making soma Ø 6.1 here Pì. død Iret have 70 you 1/2 11 2 A Cđ\_ the chase dou and Qa. And\_ Doc ID: 1571097404 ------Grade: 15 Section: S2 Form:-1\* ···• . . . GO ON Item: 2 25 1.1

. . ... 7C L -Grade 5 WRITING Section 2 984 4 2711 ham 1 ent C horec de kas Ł M an 20 1B te A eq etable 400 Score Point: 3 Variety of sentence structure, type, and length. Few fragments. . Evidence of paragraphing. 12.2. والمعالمة المراجع المراجع व्यक्ति क्रम्म . .. . : -Marinal Strike . Form: standard ltem: 2 ---e e ja Ma Doc ID: 1571097404 GOON Grade: 15 Section: S2 26 

n and the second se		8A° ↔
	Grade 5 WRITING	Section 2
Writing Topic:		
the farm, animals are c is made. Describe what	a character who visits a related for, vegetables are grown happens during the character both passages in your narra	vn, and cheese er's visit. Be
This past week Suching	stayed with her fan	nily on
a farm. She had a gre	at expirence and she h	conned a lot.
She happes to visit them a	gain sometime.	
First lets discus	is some of the chores t	that have
to be done on the	form. A few of the ch	ant simple tont
girling out water to +	the chickens, collecting	the chicken's
eggs, and milking the	cours. Through the soo	sons, some
Chores change, and some	chores stay the same, B	int no motter
what Sodie family alway	ys have chares. Every day	1, two times
a day the Robertsonce	lan has chones. To Sodie,	the choires
were hand , But to Kay	ie, Willie, John Luke, Lill	Will, and Bella
the chores were quite si	mple, Sadie loved her	family,
but she didn 4 like d	oing shores and she we	s rady to
head back to Oklahoma	- · L	
Now lets talk	about what Sodie lea	rned a bout
cheese. The Asberton fam		

. .

8B 1. Grade 5 WRITING Section 2 ~y. 163 1413 P11- 44111 1 XNI Y good cheese and this part of Sadiet stay kind of interested her. The first ingredients to all kinds of cheere is milk. You cannot make choose without milk Mast of the time you make these from water buffale. be made from goat, milk can also 14 or reindeer Each type of milk makes horse, sheep, kinds of checke the chear taste different, Certain of certain types shownk better with sometimee milk. To make different kinds of cheeses you have to different things do many let's talk about Sadie's stay. Sadre was not din sant. Now very fond of the chores she was assigned but she did them innymerge Sodias foverite part about stay was learning about the cheere. She learned her make cheere, how to get cheere many # md ++ things, Sadie learned So much when 1 100 more stayed with the Robertson family. She learne lot of different and avesome things about chease. She learned that it is night beloaut and charge. She also learned that she loves do her family more than any thing in the whole · \2 `` ₩. .\*C.... Doc ID: 1570475527 Form: 1 GO ON 🕨 Item: 2 Grade: 15 Section: S2 25

END IN BALLING PLANER			8C
	Grade 5 VVRI	TING Section 2	
wide world	}		
Sac	tic Pobertson had an a	mazing time	having
with her	femily on the fame is	he had a man	
	family on the form. Sind she hoped to get the	c rais a great	
		appartunity to	P
visit the	<u>n gyoin</u>		
	0		
	Score Point: 3	1	
	Variety of sentence structure, type, and length Few fragments or run-ons.	h	
	Evidence of paragraphing.		
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Statistican -			in a subscription of the second se
water and the second			
	·		
ID: 1570475527	Form: 1 19927		

Writing Topic:

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. boy named Jack went to n dar his arcadparents form. Jack ias not tun having becaus arand accents didny have ROO that wark cou ς d and he D ne Senne. inin a got dressed he went grandmother After  $\mathcal{O}$ 10 art found need nc ana 10 TI VICAL Doc ID: 1572282244 Form: 1 472 Grade: 15 Item: 2 Section: S2 GO ON 24

S&P 3

Grade 5 WRITING Section 2

9A

9B Grade 5 WRITING Section 2 San the section of th the vegelables she already hervested. to the silo. When Jack was taking the food to the silo Jack sar his grandpa milking a cow. Jack was so interested go over there that he droped find and ran over to his arandpa. By the time Jack got there his grandfather was done and haulin pale to the house. Jack saw a milk pale of milk and took without permision. Jack thought it would be a price of cake to bring the pale to the pouse. But on his way Jack triped on a rock and got splashed with milk. Jacks arandparent ran over to Jack and said What happened? Are you all right?" Jack only had scuffed knee and smelt like milk. Doc ID: 1572282244 Form: 1 . ، بغيند <u>0</u> Grade: 15 Item: 2 -----GO ON Section: S2 25

Grade<sup>5</sup> WRITING Section 2 SUL TONING THE STREET After that Jack cleaned him self up and set down for dinner. Jacks grandmother leved down a plate crackers and cheese as a little appetizer before the food was cooked couple of minutes went Jack said "How is cheese made? and Jacks grand father told him that the milk he gets from the cows shipped to a special facility 15 is heated up to the right temperature. After the milks been heated two ingradiants are added, There called bacteria and sennet aive the cheese a little bit more flavor and texture. After dinner went to bed and he got picked morning and Jack haved in the he would come back again. S&P Score: 3 Variety of sentence structure, type, and length. Few Doc ID: 1572282244 Form: 1 fragments/run-ons. Paragraphing. Grade: 15 Item: 2 DN Section: S2

9C

S&P 4 10A 100 Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. was a hot, summer day, and I was staying at my Cowaris have for Builds. I had bys of fun ... Besdes having to do Chores. I'm the be doing choices? Well, Tike my great Grandma Would Studys Jay... Why do Chores if you don't get (do - act Dard as we would have to go to the Cows privated them and aske them Water and While Entrobing teed that. have to pick up Cow manue! I would rather teed Twater phem. I'de way ather pick up Cow many than bethe then ever hardest thing I've over appendiculated grossest work with chickens! They are 20 We also Have. have to get eggs out of their nests, and teed Cute! We hem bind seed and wive Them water. The Chickens are really tim to Could just work with Chrickens play with Chore. We have to milk Cau's goats VI:14: na :s another The COWS are the handest. I like to milk Allies .i Item: 2 🗯 Grade: 15 GO ÔN Section: S2 24

10B 1.1.28 Grade 5 WRITING Section 2 1 115 - 142,3 1° 8° - 4,42 31 - 2 304 1 Y Sheep, they are so soft! The goats are many milked to 250 use Cow's and Sheep's milk make cheese and of We , But goat milk gives more Havor. for Cheese 1001 Making Cheese is Kinda tricky, if you never have My cousin tought me Nor done ouch <u>h:nd3</u> as it seems. hand davidly isit inopeadients to it. It is Kinda them We also grow vegetibles! Every week or two we prok vegies from the openden, and bring them inside and wash them off. We sometimes even sell them, but only it we have enough we also will use them in our dinner of put then in our salad. They are tresh and taste really good. hope Sometime you Can Parmi too! of thin, and you might even liking the 145 end up Chores you do ... Me! I thought it was toug on a form, Making Cheese, Caning but that's sust fe. animals, and growing vegetables! hope you You're farm! Ôn Score Point: 4 Rich variety of sentence structure, type, and length. Few fragments and run-ons Evidence of appropriate paragraphing. • \_\_\_\_\_ ..... Form: 1 Doc ID: 1572280444 Grade: 15 Item: 2 GO ON Section: S2 25

S&P 4

11A . Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. See. Eleven year old Haley Smith was your ordinary girl until it came to farming. She laved all farms but she loved oping. farm that made cheese the most. I +0 a fantastic news when her mom told was her that she would be going to her Uncle Tom, and Aunt Sarah's farm for two weeks. She would be leaving the very next morning. She was very exited "Yay! Squealed Haley as they pulled out of. their driveway. Her man and dad were going to take her and then go on to some extravogent place. They had not told her where. When Hatey woke up, She found that they were coming up the driveway to Sarah and Tom & house. WB are Doc ID: 1570579617 Form: 1 Grade: 15 Item: 2 GO ON Section: S2 24

11B The Part of the Part Grade 5 WRITING Section 2 here, she screamed "If you don't mind Haley, I'd like to keep my eardning in tact a while longer." said her dad. "Sorry," She said a bit quieter this time. When they got to the door, Aunt Sarah greeted them with milk and cookies. Aunt Sarah and Mom chatted for a while about some things that Haleydid not understand. Then it was time for mom and Dad to go on. "Bye Momi. Bye Dad," I yelled as the car pulled out of sight. State in a million of When Haley got inside she was knocked down by her two cousins, Rylie and Josh, "On it's been forever since I have seen you!" Exclaimed Rylie Rylie was twelve. "What's up." Josh Said. Josh was twonty, and the biggest kid you ever Saw. You want me to show. you around farm"? Asked Rylie rather loudly. Sure! I had been here before but why say no? We looked at all the animals and the cheese and milking barn. When they were done they Doc ID: 1570579617 Form: 1 Grade: 15 Item: 2 GO ON Section: S2 25

11C Grade 5 WRITING Section 2 went inside and Rylie: Showed Haley to her room where she would otay. The room had a huge canopy bed. It boked like a princess lived there. After that the two girls went to Rylie's room. Her room was almost the Game. as Haley's. It was amazing The next morning the rooster crowed at 5:30 A.m. Rylie and Haley milked the two milk Cows, fed and let the Chickens loase and tended to the horses. They had to take care of five horses and Josh took care of the other two. The horses names were Jonny, Cleans, Roby, Misty, Echo, Hotshot, and Quickfeet. Haley's favorite was Hotshot. Haley and Rylie went to ride out in the corn field. Haley rode Hotshot and Rylic rode Rosy. Rosy was Kylie's very own horse. Haley wished she had her own horse. When the two were fired of riding horses the went to find Uncle Tom in the cheese barn. Doc ID: 1570579617 Form: 1 Item: 2 Grade: 15 GO ON Section: S2 26

11D - Constant - Conten Grade 5 WRITING Section 2 "This is my favorite part" Haley told Rylie. "Really "? Asked Rylie". "Mine too" They found Tom in the part of the barn where the checoe was sitting, waiting to age and get more flavor. "Hi Hay " Said Tom. Uncle Tom hold always called me Hay from the time I was born . Well, looks like you've grown about a foot since I last Sow you!" "I know it, it's been toolong" I replied. Da Haley's last day there she felt that Rylie was her sister. They had done everything together, whether it be chores or doing their nails, They did it all. When her mom arrived, Haley said her goodbyes and climbed in the car. She waved until she could see them no more. She was sad to leave but happy to go home and sleep in her own bed. She really coulden't wait to see her dad. When she walked in the door, there was Doc ID: 1570579617 -Form: 1 سونج کے ک Grade: 15 Item: 2 GO ON Section: S2 27

11E 4 - 2-**Grade 5 WRITING Section 2** a suprise waiting for her. "Come on to the back yard" Said her dad. There in the yard was a beautiful black and white paint horse. Haley named him Hotshot after her favorite horse at Rylie's. Haley had an avesome time at the farm Score Point: 4 Rich variety of sentence structure, type, and length. Few fragments. Evidence of appropriate paragraphing. and a second s Second s Latine Solar Doc ID: 1570579617 Eorm: 1 Item: 2 Grade: 15 Section: S2 28

12A ion: a matri Milla an Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. ۰. ۲. 50 N26 ٦ÊI tarm lone. a D e 600 le. а SU 6 able 10 5219 Wait always right 2ron4 ome arents Was torce summer. 90 t at treed rea parent se not and Cau 0 PA to call mu -Cherma cave. taite tidet ONDIC wreck the plane 3 would no longer be s pending my jn' next il de la compañía de 1. 1.1.8 Form: 1 Doc ID: 1571856962 1 🗰 Grade: 15 Item: 2 GO ON Section: S2 24

S&P 4

12B **Grade 5 WRITING Section 2** conthouse Germy Manuth week ater. "New York Airport. We gave the overly our tick 12du o Cebbu bonde 901 the seat on the plane. aus until w attendent tinally uttered Yw a beautiful drive safely ition, please : 2YO have got into a rented. mpala and dru! heir towards Uncle Mel's. I prepared muself for a drave of dissipointmont. summer arrived at Uncle Mel's ator, we Mom said +0 me were, "Ifull be good words you, trust no. Ilwe you." "Yesh, I'm sure It.Il as an amusement park in the summer Ohy wait. as be going to one this some because 11 stuck pens" I replied to her sarcastically. Dia at the door. He waved to Mom and met me Germa the drave off, a cloud of dust coming from under hugsing the back bumben acttina 1-m going to go YE. -50 + tor Hishing phone in the mu ODL Doc ID: 1571856962 Form: 1 702 - C. Grade: 15 Item: 2 GO ON Section: S2 25

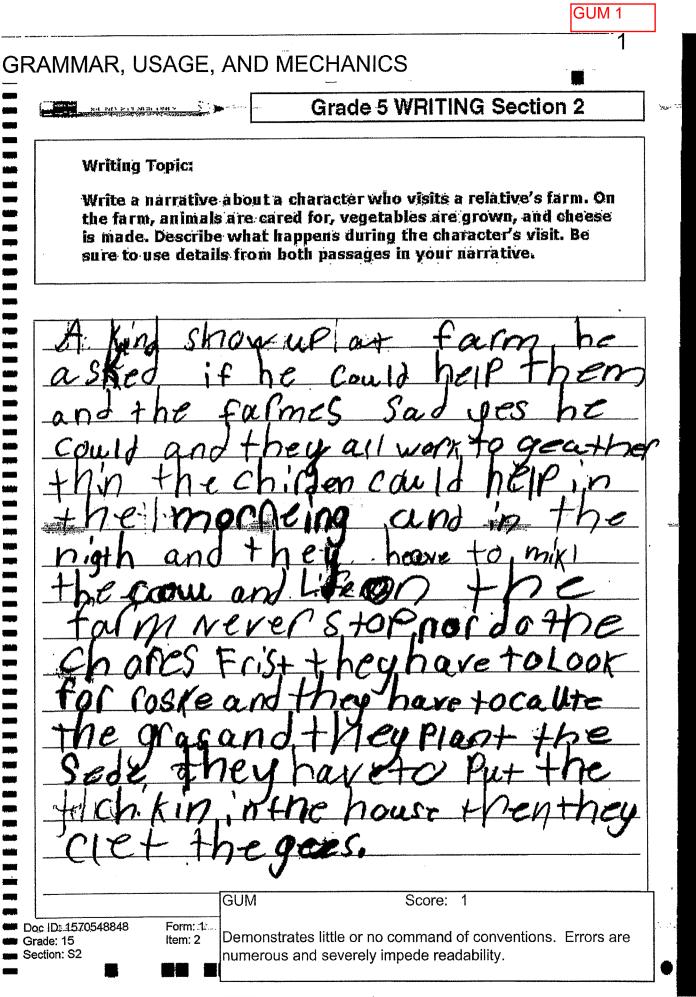
12C Grade 5 WRITING Section 2 went into the room they had set up for backpack. on the twin sized bed next to some old. ne. It's examing the ugly ford wall paper. gCanny woke up to any ful noise. F morning. Deep, Beep, Beep! see a small ed 50 over turned it off. It second, but atar took Me set for 5:30! Mel came and turned the alarm was "Kise and shine son, there's chores the +0 light. on ever quite caught your name. name pe done wake up before noon if. I don't and 15 Hunter choice." I retorted pulling the covers over my head. "Well, you don't have much of a choice Slick. extained grabbing pulling: 310 he MU 00 Now me 0+ get aresed DUT bed. come to the barn after your tinished! I'll walting!" ater, I slipped my Blackberry pocket in mu and slowly saumbered outside. that crazy 'lel od trom the chickens. get the man , told Cagas 90 t0 inside th he next day 1 the chickens ab how to 5. 100 amil 2+ exmod 00 he got mik aws. It was disgusting . I thought stated Me Doc ID: 1571856962 Form: 1 نيەن مۇ Grade: 15 Item: 2 GOON Section: S2 26

s hele Grade 5 WRITING Section 2 ALCH SHALLY because mid summer, he said ighten up, 90 -/-Aunt Paggie so that she could orphin his t new over hovel. she ctty good. Teggie handes telt øb. <u>She</u> Stated showlin she stall: 15 Now 400 dosony exlamed aucss hers taking aliking 400.4 anyone do S 10 wasn't going 10 rer 10 here! 1 23 n choice ome -72-Met. stonped ... DOST 1225 CRAIT + and smelling animals. of these aross in long Nex went by summer working reve 5. dau made Even smelli even thing NA great 25 resh the licaal Phine USC 'nο cel Sex 90 40 USEATO secked got haw IΛ Chickons hen The nd z liked o mu to miss it Was going 251 Wee C aced. × t-gcm. 649 0 Ж MU Doc ID: 1571856962 Form: 1 ÷. Grade: 15 Item: 2 GO ON Section: S2 27

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12E والمحادية ومنادر والمجمع المزاجب طودينا مجروعا الم and the second **Grade 5 WRITING Section 2** he next Dick Mom 03 come 10 1,0. me Asker gracious My and uncle. Ð -ercmy Can call you P ookeo astoni Hirned om and om. me C me 00 SUCC 400. gra wen no me 'ce. Π ami l was hara onclusion, ves. te n summer, hàt earned earnea a noue own might а cha om on and 200 a De 00 new Cor aDIN TA a WI neve BUS LING JAM. S&P Score: 4 Rich variety of sentence structure, type, and length. Few, if any fragments/run-ons. Appropriate paragraphing Doc ID: 1571856962-Form: 1  $(\mathbf{k}_{i}, \mathbf{p})$ Grade: 15 Item: 2 CHOP2 Section: S2 28 

# WRITING/CONSTRUCTED REPONSE ANCHOR PAPER EXEMPLARS GRAMMAR, USAGE & MECHANICS



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GUM 1

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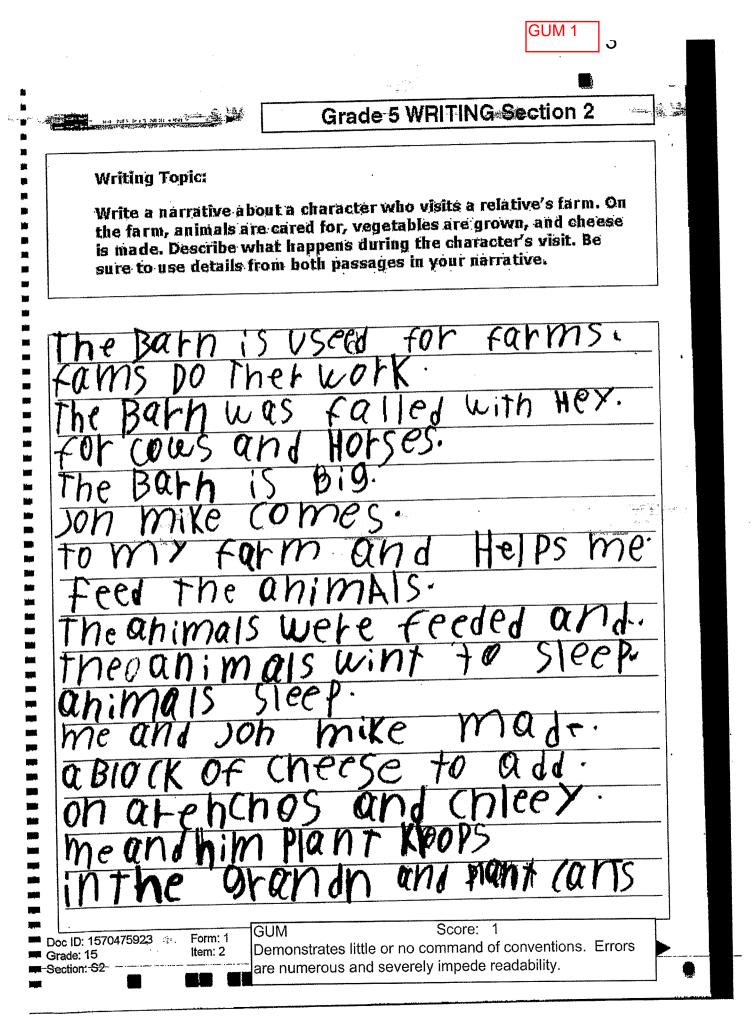
### Writing Topic:

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

day 1. Inet to the fair Ohe see four Animals. I  $p_{10}$ Saw in mube he give slop P/WK. Mey of the Gripe My Gromp RQ. e and the Big was Rolling . 2 cowis Bluch and withe HP Papalg Hoo ate my lake Cheese <u>Co</u> +0 nat ner heken a0Was Prine a Cheken: C The Hey 9n. in ape ate an 140 .... Doc ID: 1570475887 Form: 1 Grade: 15 Item: 2 GO ON Section: S2 24

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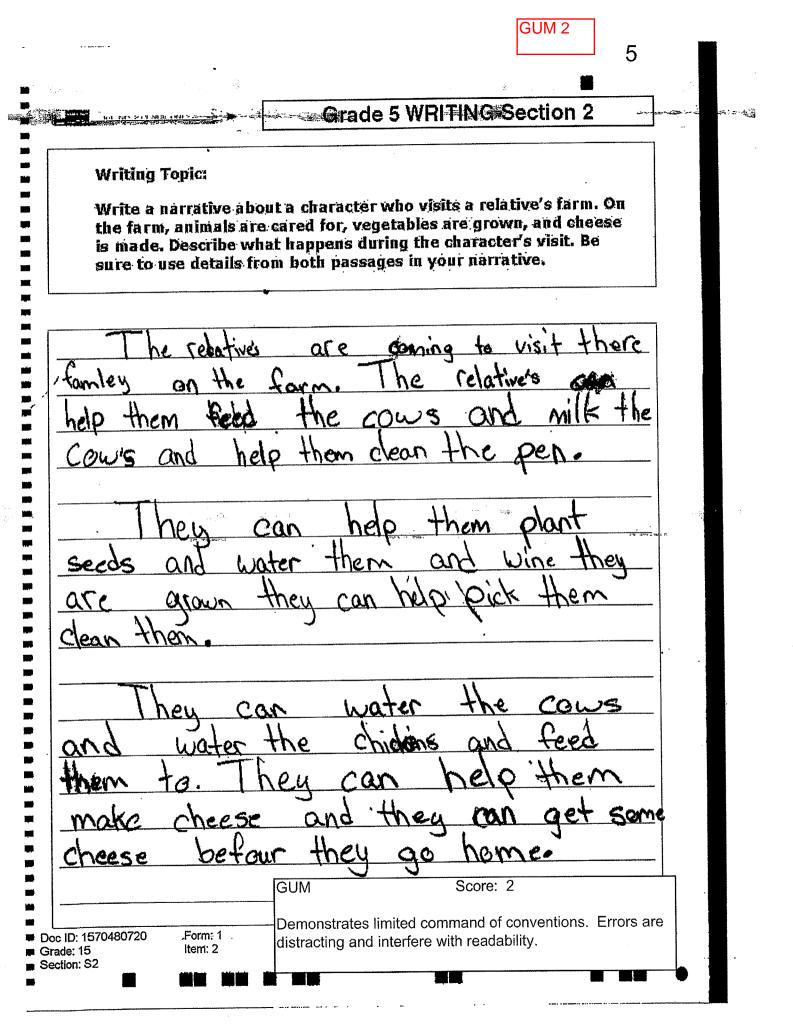
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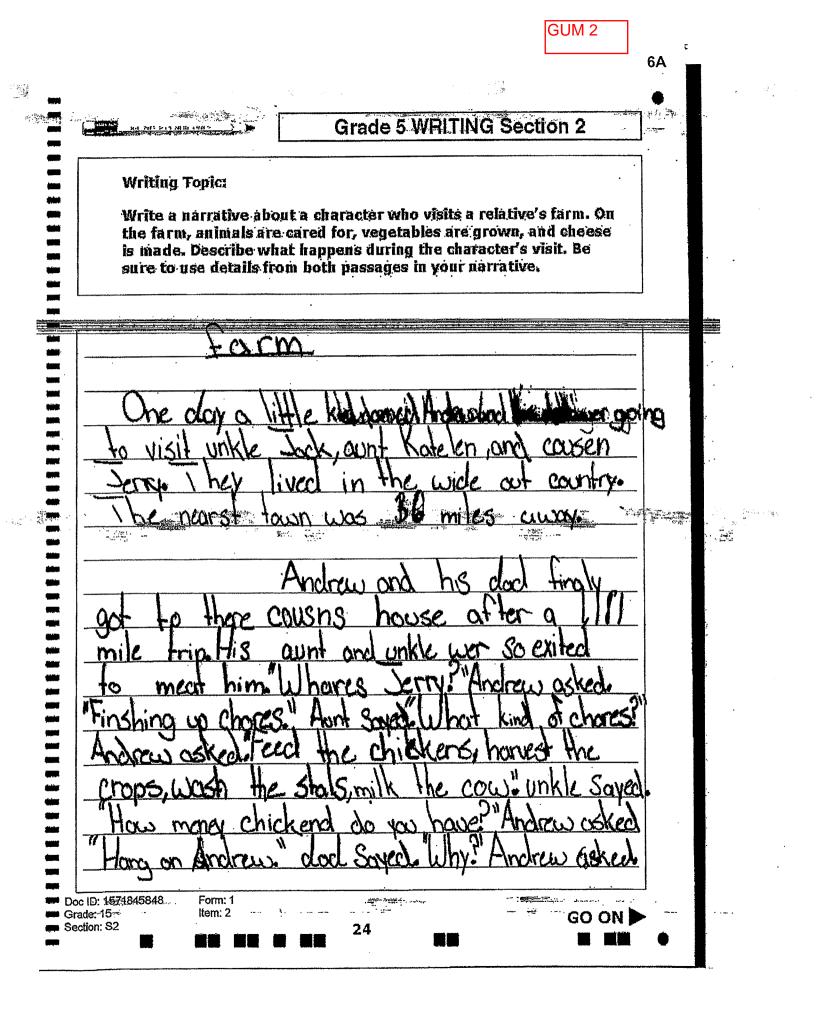
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6B 3.7. A. Grade 5 WRITING Section 2 Sick (U) avec t one MP 3 rnzn 0( Ston vot 11 rmn  $\cap \cap$ On In. minu Ó  $\gamma \rho$ 33 State ( Contraction of ga.C N **QM** im 1. II. ł 1 ι. Hochow Son GUM Score: 2 Demonstrates limited command of conventions. Errors distract and interfere with readability. Doc ID: 1571845848 -Form: 1... - 2 GO ÔN 🕽 Grade: 15 Item: 2 Section: S2 25 100

GUM 3 7A Grade 5 WRITING Section 2 27 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. اینین بریدیز اندیز اندیز باندیز went to my uncles tarm. cheese once every mile, and make OUR. NON ictionation nave to work bu hreeddays Sometimes Are and and right to my une 25 Ø ked the cows Got there we worked ted Calves an **Nig** chickens orse. orth checkeen Gnimab Manure on nove the cowold SM 0 Mex ۵N Made YNY WR wЮ V GUIT (lachy ONINA iving room thrned on Uncle a Maggive tomada Said 10,014 tion 51 Doc.ID: 1570484795 Form: 1 n ng kan ng k Item: 2 Grade: 15 GO ON Section: S2 24

7B . . Grade 5 WRITING Section 2 von are has lanoka near - Amond lahoma. luse no chlin c/ (Å Rd αΛ , initia ę 0 Or 0lo Messee SUC 16 animals ech nþ my aunt NoXi 119 S and m got inside 163. 1 m 19 of ъĝ j. N.91 Dec WP excit What 3 Ο GUM Score: 3 Demonstrates command of conventions. Errors are noticeable but do not significantly affect readability. • Doc ID: 1570484795\_\_\_ .....Form: 1 . .... . Grade: 15 Item: 2 GO ON Section: S2 25

## Grade 5 WRITING Section 2

GUM 3

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#### Writing Topic:

Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

One warn day in spring a woman annal Jill went to help Lorisonia Ander on the form. She would be busy dring work on the farms. She would have to care for all the animals that live there. This was no problem for Jill because, she was strong. Her work started the part morning at 5:30 A.M. 1 The mornings at the furm were very busy. She had to do all her chores. She had to cook the milk from the cows into cheese. There was also, some hornesting to do. Juli didn't get to bed intell 11:00 p.m. ! She had to spond the next day caring for the animals. She did this by yothering the egge from the chickons. Jill cleaned the manure out of the cow's pin. She also fed the animals with the help of her cousin. Ambeofic was inpressed in how she got stronger every day. Jill had the personality to help her get through Doc ID: 1571097752 Eorm: 1 Item: 2 GO ON I Grade: 15 Section: S2 24

8B Grade 5 WRITING Section 2 the chores. She also noticed she was getting strongers "Axmber " thinght she was very nolpful! She was the most caring worker Amber hand ever seen. She wants Jill to come back nexted spring. Jill thought coming back would be fun. She didn't mind being busy all the time. Caring for the animals was fantactic. Jill to the kind of person who can acomplish that starpp. J: 11 might have a farm of her own one day. and the second s -----Score: 3 GUM Demonstrates command of conventions. Errors are noticeable but do not significantly affect readability. . . . . . . . . Doc ID: 1571097752 Form: 1 GO ON Item: 2 Grade: 15 Section: S2 25

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Grade 5 WRITING Section 2

9A

### Writing Topic:

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Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative.

ALCOME Keing for a form you, got a job the and o mille the cow nau Morie マフノ M BOV D ene\_ hed the cow notsteins UN one īΥ the e σ XUUDA INCO cape to -01 -ome nove rovas m Doc ID: 1570622092 ----- Form: 1 Item: 2 Grade: 15 go on Section: S2 24

9B Grade 5 WRITING Section 2 NALL IT BY BUILDING THE the field no he could plant the organ, outo Dome planted do orgez. rocks and moved the house to make have with Tim went to raught miles to the house they can 1000, it was the mil ふせび **WK** , tempsture Der bactenia and A emme mille, The Vactoria is added do as ranne MON A streme asse make mon pieces to squeene いや λo inthe mold and the undrane X to dry on met Ann me rivertools to marked to and 1001. GUM Score: 3 Demonstrates command of conventions. Errors are noticeable but do not significantly affect readability. 2.1 Doc ID: 1570622092 Form: 1 ang bara GO ON Grade: 15 Item: 2 Section: S2 25

GUM 4 10A Grade 5 WRITING Section 2 Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. S. 10 . . Eleven year old Haley Smith was your ordinary girl until it came to farming. She laved all farms but she loved being. to a farm that made cheese the most. It was fantastic news when her mom told her that she would be going to her Uncle Tom and Aunt, Sarah's farm for two weeks. She would be leaving the very next morning. She was very exited. ذمغت "Yay Squealed Haley as they pulled out of. their driveway. Her man , and dad were going to take her and then go on to some extrainment place. They had not told her where. When Hakey woke up, she found that they were coming up the driveway to Sarah and Tom & house. We are Grade: 15 Item: 2 GO ON Section: S2 24

Grade 5 WRITING Section 2

10B

here, she screamed." If you don't mind Haley, I'd like to keep my eardnums in tact a while longer." Said her dad. "sorry," She said a bit quicter this time. When they got to the door, Aunt Sarah greeted them with milk and cookies. Aunt Sarah and Mam chatted for a while about some things that Haleydid not understand. Then it was time for mom and Dad to go on. "Bye Mom. Bye Dad," I yelled as the car pulled out of Sight.

When Haley got inside she was knocked down by her two cousins, Rylie and Josh. "On it's been forever since I have seen you!" Exclaimed Rylie, Rylie was twelve. "What's up." Josh Said. Josh was twenty, done the biggest kid you ever Saw. You want me to show. you around the farm"? Asked Rylic rather loudly. Sure " I had been here before, but why say no? We looked at all the animals and the cheese and milking barn. When they were done they Doc ID: 1570579617. Form: 1 GO ON Grade: 15 Item: 2 25 Section: S2

10C Grade 5 WRITING Section 2 RJ NEY 214 MIN 1944 went inside and Rylie: Showed Haley to her room where she would etay. The room had a huge canopy bed. It looked like a princess lived there. After that the two girls went to Rylie's room. Her room was almost the Gamie in as. Haley's. It was amazing the next morning the rooster crowed at 5:30 A.m. Rylie and Haley milked the two milk Cows, fed and let the Chickens loose and tended to the horses. They had to take care of five horses and Josh took care of the other two. The horses names were Jonny, Clearlus, Rosy, Misty, Echo, Hotshot, and Quickfeet. Haley's favorite was Hotshot. Haley and Rylie went to ride out in the corn field. Haley rode Hotshot and Rylic rode Rosy. Rosy was Kylie's very own horse. Hakey wished she had her own horse. When the two were fired of riding horses the went to find Uncle Tom in the cheese barn. Doc ID: 1570579617. .Form: 1 GO ON 🕨 Item: 2 Grade: 15 Section: S2 26

--10D Grade 5 WRITING Section 2 ter its ONE Y "This is my favorite part" Haley told Rylic. "Really "? Asked Rylie". "Mine too" They found Tom in the part of the barn where the checoe was sitting, waiting to age and get more flavor. "Hi Hay" Said Tom. Uncle Tom had always called me Hay from the time I was born . Well, looks like you've grown about a foot since I last Sow you!" "I know it, it's been toolong" I replied. Da Haley's last day there, she felt that Rylie was her sister. They had done everything together, Whether it be chores or doing their nails, They did it all. When her mom arrived, Haley said her goodbyes and climbed in the car. She waved until she could see them no more. She was sad to leave but happy to go home and sleep in her own bed. She really coulden't wait to see her dad. When she walked in the door, there was Doc ID: 1570579617 Form: 1 GO ON Item: 2 Grade: 15 27 Section: S2

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10E Grade 5 WRITING Section 2 a suprise waiting for her. "Come on to the back yard "Said her dad. There in the yard was a beautiful black and white paint harse. Haley named him Hotshot after her favorite horse at Rylie's. Haley had an avesome time at the farm Score: 4 GUM Effectively demonstrates command of conventions. Errors Q-3° are minor and do not affect readability, Doc ID: 1570579617 ...... Form: 1 CHIOP: Grade: 15 Item: 2 Section: S2 28

GUM 4 IIA Grade 5 WRITING Section 2 aties but Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. × C tinnally, thought May "Were here." Her the other Honey and hilly, cried all the way here. May we ID, and chose to spend her birthay at her Aunt June and Unde to store a u She out Vrus but Her birthely was sing Marra ?" and his , ou (no with stutes Fine to herself Sissy acts orides Igo said When can't Honey CX41nd. NA Jealmost nover all Admi yona. 50 bur soter anmore herself so she's doing by nt. Honey said . iii 10 unter waiting of to give busy season but up made time W cought 104 hear the smile in come." Yox could Aspudia Le a nao." sleep But I cally want to to go inside and go دور، در میشند، وارد و ماهید بر دوره در میشند، و در از در ماهید دوره در میشند و در در در ماهید Doc ID: 1572276304 Form: 1 GO ON Item: 2 Grade: 15 24 Section: S2

11B . ..... Grade 5 WRITING Section 2 125 TAT HAR MART Look of the poor girl, Lib, she can barly keep her eyes own. the welcome after lunch said Aunt June "Alright said Unde Libe I still have chores anyways! woke 40 from my two how nap, something smilled Delicious." Jone lunch" I Knight. I came out and Fixed myself up and went "Wooh" I wid Some lunch was right. It was a feast wolfed down my first and second plake and hall of my third. an were menory, "said June "Now our welcome is walking out in the barn." I was soon excited! I ran to the barn and Sow a new palmino, "Wow" I said Uncle Lib come up bet me Init she about ?" he asked. "Now what's he name?" saide Why are you asking me?" I side She's yours now is it stell he asked." Wow I said again "Primies "I winpered "What?" he he said. askad "Primmes" I sid louder this time. Butih The next day, I started chores at in the gardlen. I photed Sques, com, tomatom green bears, Line beans, and cocumb harvested some lettusy opions, and spinich, I milled the gost and cow and got chicken eggs. We made all kinds of cheese worked and I wanted to throw up I learned how next day was getting ready for my birthday with we He IS and I chose an out hit and Uncle Lilo got me are or **ea**l-to-se Boc ID: 1572276304 Form: 1 GO ON 🕨 Item: 2 Grade: 15 Section: S2

11C Grade 5 WRITING Section 2 present and everything went perhet. -ard Finally my birthday came I wore my out fi I went down Ant June braided my hair and Unc invited all my friends and all the niebors. I've never beter party next day I helped with the cours horses and I horvested more crops and helped with hay. The chickens. sest of theddays were like this. The last day was le all said goodbye and there were no spors Qclie we all new there would be a new time. My mom came a me up and aske now it went Best birth said Score: 4 GUM Effectively demonstrates command of conventions. Errors are minor and do not affect readability, واستعمرهموي المحارك والمتداد Form: 1 )oc.ID: 1572276304 GO ON Item: 2 Frade: 15 26 section: S2

GUM 4 **IZA** Grade 5-WRITING Section 2-Writing Topic: Write a narrative about a character who visits a relative's farm. On the farm, animals are cared for, vegetables are grown, and cheese is made. Describe what happens during the character's visit. Be sure to use details from both passages in your narrative. wase nice, sunny day and George was his Grandparents tarm Cant George said to his parents, Hisufamily packing and INITWEA went hours later Georges man Said bearge ran out of the car and his Grand ma nothing and hugged her. ae sai nere. alad to George he was he woke up and ner mornina. grandma 106 each vou low George in goin nake cheese. trowning, beorge walked Grandma she said walking need mi Doc ID=1571842038 Form: 1 ------Item: 2 Grade: 15 GO ON Section: S2 24

12B Grade 5 WBITING Section 2 145 MAT PLA MAIL INCO ridge, But when she opened toward the fi ofmi IK. n, we are our was no mik-1000 e  $n\Omega\Lambda$ see vou (700 nd. andmo the porch, down 700 WOI Ked George 190 nopa eps K n  $\mathbf{\Omega}$ ) () () -----tinghis brar 0 DCL P inutes to walk to the 'n Geor e ·e + 010. T na King e7e Squee George G -Forme1 gaza Doc ID: 1571842038 GO ON Grade: 15 25 Section: S2

12C Grade 5 WRITING Section 2 more came out SAUROT Grandpa nentinally. COMP OUT. mn be enough. it was 001 dØ day Grandpa taught h, m e asked regetables when how George P her k on thhp and orgot abou The second second Q arn and grandra , went back to 'hy dont enough W ts cool n is to Grandma. George he house wal Ked ed 20 ne COOKING Vas he andma ำเ 5 Pach CON hours him for tew (A) Corde should rs and r 69 P oc ID: 1571842038 ... Form: 1 -- <u>U</u> GO ON Item 2 irade: 15 26 ection: S2

12D 2.2 Grade 5 WRITING Section 2 all of the work he did that day, but was Sad that he would be leaving to mmorrow GUM Score: 4 Effectively demonstrates command of conventions. Errors are minor and do not affect readability, э÷., الاربيا ويناريه . الشريطين به منظمة من شده 1991 <u>- 1</u>20 Sec. Doc ID: 1571842038 Form: 1 GO ON Item: 2 Grade: 15 Section: S2 27