



# Grade 4 Writing

## Personal Narrative Scoring Guide April 2013

Copyright © 2013, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from Texas Education Agency.

# Grade 4 Writing Personal Narrative Prompt

Look at the picture below.



“Great work!” It’s always nice when another person says good things about something you’ve done.

Write about a time when someone said you did a great job.

Be sure to —

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

## Score Point 1

**The narrative represents a very limited writing performance.**

### Organization/Progression

- ❑ The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience.
- ❑ Many of the details do not contribute to the narrative. The writer's lack of focus on a specific personal experience weakens the unity and coherence of the narrative.
- ❑ The writer's narrative presentation is weak. Repetition or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes one or more parts of the narrative unclear or difficult to follow.

### Development of Ideas

- ❑ The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer's portrayal of the experience.
- ❑ The narrative is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation or present motivations for behavior or actions.

### Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer's ability to relate the experience clearly.
- ❑ Sentences are simplistic, awkward, or uncontrolled, weakening the effectiveness of the narrative.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

My friend Liz is someone I can count on. She says even though I am not so good on something, I still did a great job and I think so too. Sometimes she is right, but not every time.

My friend Liz is very nice and very kind. She is always supporting me even though I can't visit her. We met in Mr. I am going to visit her a lot more often because I miss her.

My friend is always saying that I did a great job and it means a lot to me. Sometimes I know where she is saying the truth. Although sometimes she just says it to make me feel better. So far she is doing a great job at it.

My friend Liz is someone I can count on. She is nice and very kind. She is always saying I did a great job and that I can do better next time. It is also a good thing that I have a great friend to support me at all times. She is so nice to me that I do not know how to thank her. Wow! What will I do without her kindness and her support.

**Score Point 1**

Instead of writing about a personal experience, the writer provides a character sketch of her friend Liz. The writer attempts to develop the response by explaining why Liz is such a supportive friend. However, since the writer does not focus on a specific experience, and the piece is not in narrative form, the development is inappropriate to the specific demands of the prompt. The result is a very limited writing performance.

WHO'S THAT

One day I just suddley woke up at 5:00 A.M. When I woke up I tried to fall back asleep, but I could't fall asleep. I tried and I tried but I just could't find why. When I went to go eat and I felt weird. Then I was jumping up and down and then I bursted up to the sky. I felt like I had super powers. so I just started flying over Texas. Then I entered Austin and I saw a building breaking in the bottom. I wanted to go help but I don't know how to control my powers. so I was willing to try. I went to the building to try to push it up. so I did. I saved people lives. Then a man told me great job kid,

**Score Point 1**

In this obvious fantasy, the writer focuses on a time he had superpowers. Although the story is a narrative, it is inappropriate to the specific demands of the prompt because the writer does not establish a realistic situation. Overall, the writer's response is confused and results in a very limited writing performance.

Has somebody told you that you did a good job? Well I have. I went to school and I did all my work then the m.s. was so proud at me because I did a great job then we took a test.

I was asleep then my mom gets my brother and he shouts at me waaaake up I woked up I took a bath I was lazy as a slug I dressed up. And we were having a big test today then we got in my dad's car it was as shiny as glitter so when we got there we ate a snack then everyone was nervous even me so we took it and I did a really good job then the m.s. proud of me then she said do social studies so I was working on it then somebody checked it for me and I got a good grade on it then it was time to go to lunch when we got back to the classroom the m.s. asinded a composition so I was doing it and right now my face gets red then they took me to the nurse and they put me something then the red got of I was perfectly fine then I got back to class I got in my chair and I was doing my composition. When I was done The m.s. was proud of me because I finished my composition just in time and I got a good grade in my test. That's the time that I got a great job in my test.

**Score Point 1**

The focus of this very limited writing performance is a day at school when the writer did a great job on his test. Although the descriptions of the morning routine, the ride to school, and the visit to the nurse weaken the unity and coherence of the narrative, the primary concern with this response is the weak control of conventions. Serious and persistent errors create disruptions in the fluency of the writing. The absence of punctuation reveals the writer's inability to construct basic sentences.

On Saturday my brother had tee ball practice. We got dressed and went to the field where we practiced. When we got there he was practicing with his team. When we left we went to Academy to get my brother tee ball stuff we got him a tee, helmet, pants, and a bike so did I. Then when we got home we ate lunch and we learned how to ride a bike.

It took me three hours to learn how to ride a bike. When it was three o'clock my mom came out to see me ride my bike when they saw me they said good work buddy.

**Score Point 1**

This very limited writing performance recounts the activities of a Saturday afternoon. Although the writer maintains an appropriate narrative form, the lack of focus on the chosen experience of learning to ride a bike weakens the unity and coherence of the piece. Many of the details, such as the tee ball practice and the trip to Academy, do not contribute to the writer's intended focus. Overall, there is insufficient development of the experience of learning to ride a bike.

## Score Point 2

**The narrative represents a basic writing performance.**

### Organization/Progression

- ❑ The form or structure of the narrative is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only somewhat suited to the narrative task. The writer is able to convey some sense of the experience.
- ❑ Some details do not contribute to the narrative. The writer may focus on a specific personal experience but may not sustain that focus, limiting the unity and coherence of the narrative.
- ❑ The writer's narrative presentation is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the story line. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the narrative.

### Development of Ideas

- ❑ The development of the narrative is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to the writer's portrayal of the experience.
- ❑ The narrative reflects little or no thoughtfulness. In some cases, the writer's response to the prompt is formulaic and demonstrates only a limited understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. The narrative conveys little sense of why the experience was important to the writer.

### Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer's ability to relate the experience clearly.
- ❑ Sentences are awkward or only somewhat controlled, limiting the effectiveness of the narrative.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.



My haret was beating faster and faster my mind was pumping with knowlege and my face was filled with a worried look.

All of a sudden a test flew in front of me. With my shacking hands I slowly open the frist page of the test. In big black print read: WRITTEN COMPOSITION.

All you could hear from every side of the room was the light smugges of erasers and the sound of pages being flipped. I took my pencil and said to my self you can do this. As I rote word from word, page from page, while I was getting so much into my writting I barely realized I was tacking a test. A few weeks later we got are test back. In the corner of the page read the number 3.

Right then I looked around the room some people were pleased with grade and some were dispoitted.

Then I tolled myself that I know I had done a graet job.

**Score Point 2**

In this response about the time the writer did well on a test, she recalls writing the composition, receiving the score for it, and taking pride in the accomplishment. Specific descriptive details about the sounds in the room and the emotions of the writer contribute to the portrayal of the experience. Self-congratulations (Then I tolled myself that I know I had done a great job) are acceptable because they are considered responsive to the specific demands of the prompt. However, the writer misspells some basic words (haret, tock, rote) and makes some usage errors that create disruptions in the fluency of the writing, resulting in a basic writing performance.

Have you ever had someone said you did a great job. I know I had it was when I was at school doing a reading test I made a 93 on it.

First of all, when I got to school I went to go out brefest before I went inside my classroom. When it was 8:15 I ask my teacher if I can go to the book fair to buy something for me. My teacher told me to get back at 8:30 to go to Mrs. Thompsons. After Mrs. Thompsons I went to go take Abby to the book fair to buy a pencil. Then I went to the science lab to take my reading test.

Scend of all, Mrs. Lewis gave me a reading passage to take. I read the story then I went to question one and answered it. Then I was on question 10. I went in the passage to find the answer to gestion 10. The I was on question 13 was easy.

Finally of all I was done with my reading test. I told Mrs. Lewis can you grade me reading test she told me ok. I crossed my finger if it was 85, 93, or a 100. Mrs. Lewis told me I passed to ask if I can see my grade it was a 93. I told Mrs. Lewis my mom, granmm, granpa, and dad will be happy of me. Mrs. Lewis told me I did a great job.

**Score Point 2**

The focus of this response is the time the student made a score of 93 on a reading test. Although the writer maintains an appropriate narrative form, the extraneous details about arriving at school, eating breakfast, and going to the book fair limit the unity and coherence of the piece. The details related to taking the test and waiting for the score remain at a surface level and contribute only marginally to the writer's portrayal of the experience. In addition, sentences are only somewhat controlled, and the writer's command of conventions is partial. Overall, this narrative represents a basic writing performance.

My teacher telling  
me good job.

When my teacher told me good job for getting a hundred, I said thank you to her. When I saw my grade I told myself I can't believe it I got a hundred. I was thinking that when I get home, and show my mom my grade she's going to say awesome good job just like my teacher told me. That time when she called my name I felt the air blow through my mouth and thinking I was going to get a bad grade, but when she told me I heard her say good job you you got a hundred. I felt the wind blow when she left. When I got home thinking to myself what is she going to say? By the time she got home I showed her my grade she looked at the paper and told me you proved your answers you did a good job. I told her thank you. When she gave me my paper back I told myself looking at the paper I love getting hundreds. That was when my teacher, and my mom told me good job.

**Score Point 2**

In this basic writing performance, the writer focuses on the time both his teacher and his mother congratulated him for making a grade of 100. After the teacher tells him he made 100, the writer anticipates his mother's reaction to the good grade. However, the repetition of some elements of the experience weakens the narrative presentation, causing minor disruptions in the story line. Details remain at a surface level and reflect little thoughtfulness.

As I was at home watching T.V, zapped my brain, I came with an idea of a bird. SO I grabbed my Art kit box and ran speed lighting. I started by drawing and then I painted I was so nervous it would come out ugly, but it was amazing!! I was thinking to show my art teacher but I never got time.

Days grew, on thursday at 2:55 at school, my friend told me to show her, I listened to her beavery words and I did! She said the painting was magnificent! I was proud, then she said, "you want to put it in an art show"? My heart was pounding! When I got to the Art show, everyone said positive things like beautiful, colorful, fantastic, and the best was, "what a painting"!

When we got home I jumped in bed. "I'm so exhausted." I exclaimed. I will never forget the time I made an art show. It was the best thing that Art happend to me and my Art teacher was yelling, you accomplished good!

**Score Point 2**

In this response about painting a picture and entering it in an art show, the writer maintains an appropriate narrative structure and is able to convey some sense of the experience. While it is not clear how much time passes between painting the picture, showing it to the art teacher, and entering the art show, the events seem to occur in chronological order. The development remains at a surface level, and some awkward sentences are evident. Overall, the narrative represents a basic writing performance.

## Score Point 3

**The narrative represents a satisfactory writing performance.**

### Organization/Progression

- ❑ The form or structure of the narrative is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are adequately suited to the narrative task. The writer is able to clearly convey the experience.
- ❑ Most details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and generally sustains that focus. The narrative is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer's narrative presentation is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the narrative.

### Development of Ideas

- ❑ Specific details add some substance to the narrative. For the most part, these details contribute to the writer's portrayal of the experience.
- ❑ The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation and providing reasonable motivations for behavior or actions. The narrative conveys some sense of why the experience was important to the writer.

### Use of Language/Conventions

- ❑ The writer's word choice is, for the most part, specific and concrete. It reflects an awareness of the narrative purpose. Generally effective word choice allows the writer to relate the experience clearly.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.

One perfect Saturday morning I had barely got up and my dad had told me that I had a baseball game today. He said it was at 9:30. I got ready very quickly. We were going against the horrible Indians. They are pretty good but we, the Tornados could beat them.

Once I got ready we took off very quick. It was a very exiting trip. We stoped and bought some Gatorades.

We finally got there. First we warmed up so we won't get hurt. After that we played catch. I played catch with my cuzin Javier. Then we had to go to the dugout so we could start the game.

The game flew by and it was the bottom of the 5<sup>th</sup> inning or the last inning. The bases were loaded and I was up to bat. Then a fastball came hard down the middle and I hit it as hard as I could. It went soaring in the air and it went over the fence. It was a grand slam. With that homerun we won the game 14-10. My coaches and everyone else told me good job son. That was my good job story.

**Score Point 3**

The student focuses on a memorable baseball game when he was the hero of the team. For the most part, transitions and paragraph-to-paragraph connections are sufficient to support the movement of the narrative from pre-game activities to hitting the grand slam. While the writer's descriptions of driving to the game and warming up are brief and somewhat superficial, his paragraph on the final inning of the game focuses on details that add some substance to the narrative and convey some sense of why the experience was important to him. The sentences are varied and adequately controlled. Although some spelling errors are evident, they do not affect the clarity of the writing. Overall, this narrative represents a satisfactory writing performance.

I had arrived at the fields. Soccer ball in my hands, and Gatorade in my mouth. This game depended on our trophy. This was the final game.

I walked up to my position, striker, and looked at my opponents. They were huge. But my dad always says, "Size doesn't matter, it's how you play, skill, that matters." The ref blew his whistle, signaling that the game had begun. My knees were shaking and I had flies in my stomach. Suddenly, the ball was rolling towards me, and following the ball was the biggest guy on their team. Somehow, I whizzed past him, and it was just me and their goalkeeper.

I was confused, and without thinking, I closed my eyes and shot. The next thing I knew there were hundreds of people yelling, "Great job Adam!" I had scored! We won!

**Score Point 3**

The writer focuses the narrative on two aspects of a soccer game: his nervousness before the game and the thrill of the moment when he makes the winning shot. Strong sentence-to-sentence connections support the logical movement of the narrative, and the use of specific details not only adds some thoughtfulness to the development but also establishes a link between the experience and its importance. Generally effective word choice (signaling, whizzed) and controlled conventions allow the writer to relate the experience clearly in this satisfactory writing performance.

Hi my name is Sarah, and I am going to tell about the time someone said "great job!" Sarah

When I was in 3rd grade I was in the Spelling Bee. I thought the Spelling Bee was going to be difficult but it wasn't. I practiced and practiced! By the time I knew it it was the Spelling Bee!

I woke up got ready and then dashed to school. By the time I knew it it was my turn! I was sweating like a pig my palms were shaking. Then they gave me the word it was splendid. I tried to spell the word, but when I spelled it, I got it wrong! I couldn't believe it I LOST L-O-S-T lost! I was so disappointed in myself.

When the game was over I went up to my mom. She said "I did a great job!" Then a teacher named Mrs. Bishop came up to me and pat me on the back, and gave me a pin it had a little bee on it. She told me "I did a great job!" I was happy.

**Score Point 3**

This satisfactory writing performance is focused on the writer's participation in a spelling bee. The writer demonstrates a good understanding of the narrative writing task by establishing a realistic situation and providing specific details (e.g., her nervousness and her reaction to losing) that contribute to the writer's portrayal of the experience. In addition, the writer's use of language reflects an awareness of the narrative purpose and allows her to relate the experience clearly.



I was at Mrs. Garcia's class reading a book with my friend Elizabeth (we both have the same book). Then suddenly Elizabeth had a brilliant idea. "Hey why won't we both challenge each other who ever finishes the book first?" she said, "Okay" I replied. I was so nervous and excited at the same time. When Mrs. Garcia's class was over we went on to Mrs. Perez's class and she told us to go sit down and read. When I told Mrs. Perez about the race she had told me not to give up. Even when she told me that I thought I was gonna lose. But sometimes I can be worried and scared in challenges. Then I realized I was losing. So I decided to read during class, that way I could catch up to her. While I was reading I felt the soft cover on my book, and I even heard everyone reading aloud, and I even smelled the delicious food from the cafeteria. It almost smelled like my mom's cooking. Then when I realized that I need two more pages to finish the book I was gonna win. When I won I went to go tell Mrs. Perez that I didn't lose. she even had told me "Great Job" and she gave me a big fat hug. I felt so good when she told me that.

**Score Point 3**

The writer relates a time she participated in an informal reading competition with her friend. The narrative progresses steadily as the readers change classes and continue the challenge. The writer adequately controls the narrative by using simple transitions and sentence-to-sentence connections that support the logical flow of the piece. Specific details about the writer's self-doubt reflect some thoughtfulness and provide motivation for behavior. The writer's observations of her physical surroundings—the feel of the book, the sound of classmates reading aloud, the smell of the cafeteria food—contribute to the portrayal of the experience in this satisfactory writing performance.

## Score Point 4

**The narrative represents an accomplished writing performance.**

### Organization/Progression

- ❑ The form or structure of the narrative is appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are particularly well suited to the narrative task. The writer is able to skillfully convey the experience.
- ❑ All details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and sustains that focus, strengthening the unity and coherence of the narrative.
- ❑ The writer's narrative presentation is well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the narrative.

### Development of Ideas

- ❑ Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer's portrayal of the experience.
- ❑ The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation and providing plausible motivations for behavior or actions. The narrative conveys a good sense of why the experience was important to the writer.

### Use of Language/Conventions

- ❑ The writer's word choice is vivid and expressive. It reflects a keen awareness of the narrative purpose. Effective word choice enables the writer to recreate the experience in a way that conveys its importance.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the narrative.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency or clarity of the writing. The overall strength of the conventions contributes to the effectiveness of the narrative.

Work

I was watching television when my dad told me to get up and help him build a dresser. "Why?" I asked. "Because if you do, you will get a new dog," answered my dad, and that made me jump.

So we ran over to the shop got the boards and started working. "How long should it take?" I asked. "Don't know," he answered as he cut the board. I scanned the shop for another board. "OUCH!!!" I wailed, "I've got a splinter." I yanked it out fast, and passed the board to my dad. "We've got half of it done," said my dad. "You're doing great." "Thanks," I said. The sun was going down and we had no lights, so I figured we'd better hurry. "We need one more board," said my dad. I was spinning around to find a board. There one was. I rushed to get it. "We can finish it," I chanted in my mind.

Finally we finished it. It took long, but we finished the dresser. I lay on the couch and start watching television again when my mom tells me "Get up and help me fix the door and well - "Get a new dog." I interrupted.

**Score Point 4**

The writer of this accomplished response initiates the narrative with his father's promise of a new dog. Specific details and effective use of dialogue contribute significantly to the writer's portrayal of the experience of building a dresser with his father. The writer returns to "a new dog" to end the narrative, a technique that unifies the story and shows evidence of a deliberate plan. The use of expressive verbs (wailed, yanked, chanted) reflects the writer's keen awareness of the narrative purpose, and varied, well-controlled sentences enhance the effectiveness of the piece.

It was 109°F in the summer heat in Texas, when my 15 year old sister Haley walked up to me and asked, "Want a rematch for yesterday?" I said, "Sure, after I finish my popsicle." When I was finished I stepped into the cool water and started to practice laps. Back and forth, from one end of the pool to the other end of the pool to warm up my muscles. When we both finished warming up we went over the rules that I got to make up. "Okay, no cheating, you have to touch both walls so that its fair, no cutting each other off, and don't slow the other person down on purpose. Okay?" I asked. "Okay," she said. "On your mark, get set, go." we said together. Of course Haley blazed ahead of me like a bullet. After the first lap I could tell Haley was running out of breath. I swam past Haley on the last lap, 6 more feet, victory, I won!! I waited for Haley to finish the race, wich was fairly quick. "Congrats Christine, you did great, and you've never won a race against me before. Since you won a race against me for the first time, and did awsome, I want a rematch from you, after we have more popsicles and rest in the inertubes for awhile," she said "Are you up for it?" she asked. I said, "I'm up for a rematch against you anytime!"

**Score Point 4**

In this accomplished performance, the writer sustains a narrow focus on a swimming race with her sister. The opening sentence successfully sets the scene for the race, and all of the details work together to build a vivid picture of the competitive siblings. The writer's presentation is well controlled: the events in the narrative flow smoothly from the challenge through the warm-up, to the rules, the race, and the results. Specific, well-chosen details and effectively crafted dialogue enable the writer to skillfully convey the experience and the significance of the race when she finally beats her sister. The overall strength of the conventions contributes to the effectiveness of the narrative.

"Okay, what do I do?" I said. I was so excited about being able to wash clothes. While my mom cooked, I separated clothes. So I was getting ready to start the washer, but there was one problem, I didn't know how to start it. I asked my mom what to do and she said, "All you have to do is push a few buttons." To myself I thought, "What buttons? Is it the red one, or the purple one, or this beige one?" Finally my mom walked into the pantry and stepped over all the clothes to get to the washer. She explained to me I have to turn the knob to 10 and then push down. I did it and water started pouring in as if it was raining inside. My mom said I should put the whites in first so I could put the Tide and Bleach in as well. Then I had to start the dryer. My mom said it was almost the same thing. But this time, I had to turn the knob to 80 and push a little square button. The dryer made a lot of noise, sort of like a cranking sound. After that, I put clothes in. All you could hear were the sounds of shoes and clothes moving around inside. It sounded like thunder and rattling. When the load was done and I refilled the washer and dryer, I thought to myself, "This is quite fun!" with a grin on my face, I'm glad Mommy came to help me or I would still be lost and confused. When the dryer was done again, I loaded it up and add a Bounce sheet for smell. I was tired then, but I was proud of myself. Because I didn't take a nap. My mom walked in and gave me a hug and told me, "Honey, you did a great job!" I was even more proud than I was earlier. To myself, I thought, "I deserve an icecream pop!" happily.

#### Score Point 4

The writer recounts the time he learned to use the family's washer and dryer. Specific details about the process of separating the clothes, loading the washer, pushing the correct buttons, and transferring the clean garments to the dryer add substance and strengthen the unity and coherence of the narrative. Meaningful transitions and varied sentences result in a narrative that flows well from one idea to the next. The effective imagery enhances the writer's descriptions of the experience (I did it and the water started pouring in as if it was raining inside; It sounded like thunder and rattling). In addition, the overall strength of the conventions and the effective use of dialogue allow the writer to skillfully convey the experience.

When have you ever gotten a "great job?" Mine was when I hit a walkoff grand slam against the snobby <sup>Tigers</sup>. I can tell you one thing, it felt awesome. Here's how it started.

My team (the <sup>Rangers</sup>) was by the baseball diamond warming up. My friend <sup>Ryan</sup> was smashing the ball while I was pitching the ball. When we finished warming up, we moved to the dugout and our coach told us a lot of boring stuff. When the umpire shouted, "play ball!" We knew what to do.

I ran to the mound and started the game with a strike. Time passed and I was up to bat. The bases were loaded, my count was three balls and two strikes, we were losing by three, and it was the last inning. When the pitcher lifted his leg, time seemed to slow down and pressure got on me. I took a swing and the ball went far. I mean really far. Everybody stood up and cheered. I had hit a walkoff homerun!

When I finished running, everyone said in a happy tone, "great job <sup>Johnny</sup>!" When we finished celebrating our victory, we threw raspberries at them! (The thing you do with your tongue. Not actual raspberries.) Afterwards, my team went to Cici's.

As I finished eating at Cici's, my dad took me home. When I arrived, I felt like I was walking through the Hall of Fame when I was actually walking up the stairs to my bed! What a fun experience!

**Score Point 4**

In this engaging and well-controlled piece, the writer presents a narrative about the baseball game when he hit a walk-off grand slam home run. Using strong sentence-to-sentence connections, the writer controls the presentation of the story by carefully focusing on the most significant aspects of the game. Well-chosen details develop the key play of the game and build anticipation for the pitch and the homerun. The vivid, expressive word choice and varied sentence structures contribute to the effectiveness of the narrative and allow the writer to skillfully convey the full experience.