



The Most Wonderful Time of the Year

'Twas the night before Christmas, when all through the world.

A lot of people were celebrating, especially the house I was at.

My step-grandma, Donna, is crazy about Christmas. So, we were there, opening presents twelve hours early, but with a catch. All of the gifts had a letter taped on to them, and at the end, we were supposed to reorganize the letters to reveal the biggest gift of them all.

"Open the one with yellow Triceratops," Donna yelled over the noise of four kids on Christmas Crack, a crunchy, gooey, chocolatey delight.

All of us stopped, searching for the distinctive sticker. Drew found it first. The second oldest, tall, and very picky. Then Christian, his younger brother, less picky and not too tall. It's still hard to believe they are my step-brothers. Then Lila, and finally, with some assistance from Donna, me.

We tore open the gift, wondering what it could be. Turns out, it was a lot of candy in a box.

Now we were done with the small gifts, and it was time to find out what the big gift was.

Cole cuts. No. Haircut. No. Electric. I turned to Donna, mouthing the word. She looked in my box, smiled, and nodded. *Ok, electric.* I organized the remaining letters... and facepalmed. It was a gift I had received already earlier that day.

An electric scooter. Not that I wasn't excited. Just... what are the odds? Now I have two.

After we got on the scooters for a bit, we went to bed. It took me a while to fall asleep, as usual on Christmas night.

I woke up earlier than everyone else. When everyone woke up, it was time to open presents! The key gift for me was the two video games I had wanted for quite a while: No Man's Sky and Call of Duty: Black Ops 4. At 10, Mom took us to Dad's house.

At Dad's, I got several amazing gifts. I got my new favorite book series, Wings of Fire, a globe that lights up to show the constellations, a drone that goes up and down with my hand, and Cozmo, a little robot that has feelings. I saw a lot of family members, quite a few I don't see too often. Then I went to my grandma's house, saw my cousins, Mason and Jackson, and got a marble run set.

~JANUARY FIFTH~

We were in the car with Dad, going somewhere. He and Elizabeth hadn't told us.

"Please, just tell us where we're going!" Lila said from the back next to me.

"I'll tell you when we get there," Dad responded.

Lila huffed and crossed her arms, but I recognized where we were. We were going to John's Incredible Pizza.

There's something about places like that which makes me embarrassed about being there because it feels like it's for really little kids, but there are plenty of older kids I see there every time. There are parts meant for older kids, like Laser Tag and the places where they don't constantly play Mickey Mouse, but still. Makes me anxious.

I got that weird feeling when we pulled up that was screaming *ASK TO GO SOMEWHERE ELSE*, but I didn't want to be rude, so I went along with it. Plus, they had already paid for unlimited rides and games for two hours online.

I like John's Incredible Pizza because one, the food is actually good and you don't *have to get pizza*, like you do at other places. Two, they have rides there. The Twister and bumper cars are the two rides. The Twister combines the part in the middle of the four seats that when turned rotates the four-person seat and one of those swing rides. It's awesome.

When we walk in and get our cards, we ask where Lila wants to eat.

"Let's go there," she said, pointing at Vertical.

There are four places to eat at JIP. The Cartoon Theater, where they always play Disney Junior, Vertical, where they play Disney XD, Cabin Fever, a rustic lounge themed room, and the Seaside Stop, which I guess is for adults, since it's right next to the bar. You go to the buffet, where you can choose from a multitude of pizzas, pastas, soups, and salads, get a drink, then head to your choice of places to sit down and eat.

We got our food, sat down, and ate. After I had eaten two slices of Hawaiian pizza, I went to go play games, but someone I recognized from a birthday party came up to me.

"Hey, Wyatt!" Timmy greeted me. He was a year or two younger than me. "Going to play some games?"

"Yeah," I replied, "I wanted to check out that VR roller coaster. I'll take you since I have Unlimited."

"Awesome! Let's go," he said.

We both walked over to where it was, but two people were already on it.

"Darn it," Timmy muttered.

"It's fine," I comforted. "We can still go on The Twister."

Timmy's face brightened. "Yeah, let's do it!"

We walked over to the line, which wasn't too long, and waited for the people riding it already to get off. When they did, the operator started letting people scan their cards to get through.

"Hey!" someone behind me shouted. I spun around to see that it was Lila. We stepped out of the line to talk.

"Where were you? I wanted to invite you to ride The Twister," I whispered.

"Where were you! I've been looking for you forever!" she retorted.

"Um... it's only been five minutes," I replied. "You can still come."

"Sure," she accepted. "Don't know what else to do."

We got back into line right before the operator closed the gate. When we got on the ride, I had a great time. After that, we did a lot more fun stuff, like laser tag and bumper cars. At the end of the day after eating a little bit more, I realized that Christmas isn't what gifts you got, it was about having fun with friends and family.

Grade 7 Personal Narrative, Example A, Rubric Score 4

This personal narrative received an overall score of 4 on the district rubric. The hook is creative although not refined, and the narrative has a complete beginning, middle, and end. The message at the end is a nice touch. The ideas are developed with examples and specific details, so that this feels like a full story. The author does exceptionally well with dialogue, which was not required but adds nice variety to the narrative. There are some errors, but not many, and those that are present do not seriously detract from the overall effect. Most narratives earning a score of 4 will NOT be this long, but the author clearly seemed to be enjoying the assignment.

Common Core All-Subject Writing Rubric

GRADE 7

Writing Type(circle one): Argumentative Informative/Explanatory Narrative (ELA only)

CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4
ORGANIZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback: 4 {{Student Reflection on Back}}				Total Points Earned	
				Score	