ISTEP+
Grade 6 Writing
Seagoing Cowboy
Anchor Set
Directions
Read the article “A Cowboy Who Rode the Waves.” Then answer the questions.

A Cowboy Who Rode the Waves
by Peggy Reif Miller

Luke Bomberger crossed the Atlantic Ocean 16 times and the Pacific Ocean twice to help people affected by World War II.

1 Luke Bomberger had no idea that his life would change soon after his high-school graduation. He was working two part-time jobs in a grocery store and a bank when his friend Don Reist invited him to go to Europe on a cattle boat. Luke couldn’t say no. He knew it was an opportunity of a lifetime.

2 It was 1945, World War II was over in Europe, and many countries were left in ruins. To help these countries recover their food supplies, animals, and more, 44 nations joined together to form UNRRA (the United Nations Relief and Rehabilitation Administration). UNRRA hired “Seagoing Cowboys” to take care of the horses, young cows, and mules that were shipped overseas. Luke and Don signed up.

Heading Overseas

3 In August 1945, they received their orders to report to New Orleans. “We arrived August 14,” Luke says, “the day the Pacific war ended.” They got their seaman’s papers and boarded the SS Charles W. Wooster, headed for Greece—with a cargo of 335 horses plus enough hay and oats to feed them.

4 Luke turned 18 before arriving in Greece, which meant he could be drafted for military service. “When my draft board learned that I was on a cattle-boat trip, they told me to just keep doing that for my service.” By the time he was discharged in 1947, Luke had made nine trips—the most of any Seagoing Cowboy.
“The cattle-boat trips were an unbelievable opportunity for a small-town boy,” he says. “Besides helping people, I had the side benefit of seeing Europe and China. But seeing the Acropolis in Greece was special,” he says. “So was taking a gondola ride in Venice, Italy, a city with streets of water.” Luke also toured an excavated castle in Crete and marveled at the Panama Canal on his way to China.

**Traveling the High Seas**

It took about two weeks to cross the Atlantic Ocean from the eastern coast of the United States and a month to get to China. Caring for the animals during the crossings kept Luke busy. They had to be fed and watered two or three times a day. Bales of hay and bags of oats had to be pulled up from the lower holds of the ship. Stalls had to be cleaned.

Helping out on his aunt Katie’s farm as a boy had prepared Luke for hard work, but not for the dangers at sea. On his second trip, Luke served as night watchman. His job was to check on all the animals every hour. One rainy night, after making his hourly report to the captain, he slid down a slippery ladder on his backside. Luke’s heart raced as he shot feet first toward an opening on the side of the ship. A small strip of metal along the edge stopped his slide, keeping him from flying overboard into the dark Atlantic. He was happy to be alive. But he couldn’t work for a couple of days because of cracked ribs.

Luke also found time to have fun on board, especially on return trips after the animals had been unloaded. The cowboys played baseball and volleyball games in the empty holds where animals had been housed. Table-tennis tournaments, fencing, boxing, reading, whittling, and games also helped pass the time.

But being a Seagoing Cowboy was much more than an adventure for Luke Bomberger. It opened up the world to him. “I’m grateful for the opportunity,” he says. “It made me more aware of people of other countries and their needs.” And that awareness stayed with him, leading his family to host a number of international students and exchange visitors for many years.
You have just read the article, “A Cowboy Who Rode the Waves.” Luke’s participation in the Seagoing Cowboys program allowed him to experience adventures and visit many unique places. Using information from the article, write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program.

Be sure to include

• reasons to join the program
• details from the article to support Luke’s claims
• an introduction, a body, and a conclusion to your essay

Use the following Prewriting/Planning page to help you plan your writing. Then write your final draft on the lined pages.
I love being a seagoing cowboy, and I think you would love it too. When my good friend, Don Reist, invited me to go to Europe on a cattle boat, I couldn't say no. This was an opportunity of a lifetime. I had to say yes. What other time would I get to discover the ruins of World War II and help other countries at the same time? It was an extraordinary adventure and I would wish for everyone to experience it. In August, 1945, we were on our way to New Orleans. It was the day the Pacific War ended. We arrived on August 14. We gathered their seaman's papers and boarded SS Charles W. Wooster. We were going to Greece with hay, oats, and 335 horses. It was a wonderful adventure, but the best part was that I turned 19 on the way, which meant I was able to be drafted for military service. They told me to remain as a seagoing cowboy.

I would persuade people to be a seagoing cowboy for many reasons. Even though there is clearing, stalling, and feeding, as people say, the beautiful landscapes oversee the work. I got to visit Europe, China, and Greece. Seeing the Acropolis of Greece was very special. And being on a gondola ride in Venice, Greece, was
amazing. Venice is known as "A City with Streets of Water." The excavated castle is Crete was marvelous. And on the way to China, I glanced over the forever going, Panama Canal. It seemed endless...

If you would like to see beautiful parts of the world I would definitely advise you to be a seagoing cowboy, but the sight is not the best part. However, seeing the people and the ruins of destroyed places, makes me so grateful for this opportunity. It made me aware of other people and countries and their needs. I now have international students and exchange students living with me right now. I wanted to let people explore parts of the world just like I did.

There are all the deep, and emotional parts of being a seagoing cowboy, but don't forget the fun. Besides hanging out with the friends, I made on the way, we get to play on the way back. On the way back, when the animals have been delivered, we have some fun and take advantage of the open space. We often play baseball or volleyball in the empty holds. We also do some fencing, bowling, or table tennis. And when we are ready to calm down, we read or whittle.
This response fully accomplishes the task in a through and insightful manner. Ideas and Content: The response presents the main idea of why being a Seagoing Cowboy is a wonderful idea from Luke’s point of view. It does not lose focus or go off on tangents. The ideas, such as Luke’s history, the places he saw, and what to do once on board the ship, are fully developed with many relevant and thorough examples. Organization: The student is able to move seamlessly from idea to idea with the help of transitional phrases. The ideas progress in an order that enhances meaning, with an introduction that sets the stage, a body that follows the adventures chronologically, with dates of departure, the author’s birthday along the way, the sights that were seen. In the third body paragraph, the chronology continues, with the return trip and its pleasures. Style: Vivid and precise vocabulary enhance the text (extraordinary adventure, It seemed endless, glorious places). The varied sentence structures enhance the rhythm of the piece. Voice: The writer has a strong sense of audience and is able to effectively draw the reader in with an authoritative and lively perspective.

Though a few minor errors in spelling and usage occur (oversee for outweigh, castle is crete for castle in Crete), conventions are generally followed.
The Seagoing Cowboys program changed my life. I saw sights I had never before imagined I could see. I experienced an adventure, but best of all, I helped others. The Seagoing Cowboys are people who take care of the animals while they are being sailed to countries being rebuilt. The Seagoing Cowboys was a wonderful opportunity for me, so you should think about participating.

World War II has left many people in distress. People overseas are in need of help. When you become a Seagoing Cowboy, you get to help people. We fed and watered the animals during the journey. We also pulled bales of hay and oats up from the ship's lower holds and cleaned the stables. I have also served as a night watchmen. No matter what job you do, you are helping others.

The trip was more than just work. We were able to see many very special and unique places. We adventured in many different countries. Our list of sights included Europe and China. I specifically enjoyed the acropolis in Greece and Venice, Italy. In addition, while in Crete we toured
an excavated castle. Our mouths gaped open when viewing the Panama Canal on our way to China. Spectacular sights are another reason to participate in the Seagoing Cowboys.

On our way back, when there were no animals to care for, we really could have some fun. We played volleyball and baseball, where the animals once were. There were others ways to make time pass such as table-tennis, fencing, boxing, reading, whittling, and more games. There was always something to do to entertain ourselves. Being a Seagoing Cowboy means never being bored.

Some people do not like the idea of the Seagoing Cowboys. They say it is too dangerous, which it can be sometimes. I once cracked my ribs during an accident while being a night watchman. Even though, helping others and going on adventures outweigh any possible risks. The safety issues that could later cause problems simply do not equal this once in a lifetime opportunity.
While being a Seagoing Cowboy, I helped others, visited new places, and had fun doing so. Joining the program was a wonderful choice. Memories of my experience still influence me today. Visiting foreign places raised my awareness of other people and their needs. The program opened my eyes to the greater world out there for me to discover. Being able to help others made me feel even more sure that I made the right choice when joining the Seagoing Cowboys. I will never forget the adventure I experienced. Joining this program influenced me in ways I still puzzle. I hope that you, too, will one day look back on your experiences as a Seagoing Cowboy and smile. There is no greater thing than helping people, seeing the world, and having fun all in one journey.
This response fully accomplishes the task in a thorough and insightful manner. Ideas and Content: The response presents the main idea of why being a Seagoing Cowboy is a wonderful idea and outweighs any downsides. It does not lose focus or go off on tangents. The ideas, such as Luke’s history, the places he saw, and what to do once on board the ship, are fully developed with many relevant and thorough examples. Organization: The student is able to move seamlessly from idea to idea with the help of transitional phrases. The ideas progress in an order that enhances meaning, clearly develop the topic, and provide cohesion. Style: Vivid and precise vocabulary enhance the text (wonderful opportunity, people in distress, our mouths gaped open). The varied sentence structures enhance the rhythm of the piece. Voice: The writer has a strong sense of audience and is able to effectively draw the reader in with an authoritative and lively perspective.

Though there are minor errors in usage, spelling, and capitalization, the response demonstrates clear command of language conventions.
Bam! Waves crashing! Whisk! Oats flying!
Neigh! Horses roaring! Yet, I was in heaven. Right where I wanted to be. On a boat, tending to animals, helping people, yet still having fun with my friends.
A Seagoing Cowboy!

Being a Seagoing Cowboy opened up the world for me. I was helping people, learning responsibility, and tending to animals. Before I enrolled as a Seagoing Cowboy, I was a store clerk and I worked at a bank. But, becoming a Seagoing Cowboy, I had a new purpose. It rejuvenated or energized me to become something bigger, better. I was a small town country boy, making a big impact in the world. It was my Savior, what about you?

Being a Seagoing cowboy not only taught me things, but it helped me loosen up on the way back to the U.S. the crew and I played games. For example, table tennis, volley ball, fencing, whittling, and boxing. While we were on foreign lands, we also saw many amazing things. Such as, the Panama Canal, the Acropolises in Greece, taking a gondola ride in Venice, and touring an excavated castle in Crete. It was amazing.

The Sights were great, yet what we were doing for the people affected by war, was even better. We were giving people hope. It was a truly satisfying feeling. Wouldn't you want to experience it? Well, you can! The UNRRA is recruiting people.
Being a seagoing cowboy was my life. It taught me everything I know. Enroll now, make a difference, be a hero! Seagoing cowboy for life!

This response fully accomplishes the task, but lacks the overall sophistication and consistency of a Score Point 6. **Ideas and Content:** The response presents a unifying theme, staying focused on topic and task. Development provides in-depth information and more than adequate supporting facts and details that fully develop the topic (Being a Seagoing Cowboy opened the world for me. I was helping people, learning responsibility, and tending to animals . . . For example, table tennis, volleyball, fencing, whittling, and boxing). **Organization:** Ideas progress in an order that enhances the meaning of the response. Transitions are used effectively to progress ideas (While we were on foreign lands, Before I enrolled, Such as). **Style:** The overall style is strong, however, much of the word choice is driven by textual reference.

The response contains a few minor errors in sentence formation (For example, table tennis, volleyball, fencing, whittling, and boxing.), but they do not impede the flow of communication. For the most part, errors occur when the student is attempting more advanced conventions.
To be a Seagazing Cowboy you need many things, such as courage, confidence and you need to like to help people. When I was a Seagazing Cowboy I had a lot of fun and it just felt good to know that I was helping people in need. Whenever we brought supplies somewhere it was amazing to see the smiles on their faces. That's why I did what I did.

Some people might ask why they should do it. I say the main reason is to help people and to make them happy. The people that I've helped just felt good to know that there's someone in the world who cares about them and that they're not forgotten. Helping people is really fun especially to know that you're helping so many people, you're helping babies, children, adults, and elder that could all die without our the support from UNARA. An organization made just for that reason, to help people.

Another pretty good reason to be a Seagazing Cowboy and join the program is that you get to see many cool and interesting things and places. In the article it tells about how I got to see the Acropolis in Greece and how I got to take a Gondola ride in Venice, Italy. When you join you'll probably get to do stuff like that too. This job may seem like a lot of work and it is, but it's worth it when you get to see breathtaking scenery like that. You get opportunities to see those things and possibly any other things you've ever wanted to see that you may not ever get to see otherwise. You get a decent amount of free time to explore where you are and I don't see why anyone wouldn't want to do that.
During most of my trips overseas, we had animals with us. On one of my trips, as I said in the article, we had a cargo of 335 horses; I also said that the animals had to be fed and watered two or three times a day, so if you like doing that kind of stuff, you might want to sign up right now. You get the opportunity to work with more than just horses though; you get to work with mules and young cows too. That's just one of the many benefits of being a Seagling Cowboy for UNRAA or the United Nations Relief and Rehabilitation Administration.

After I got done being a Seagling Cowboy, my attitude changed a little. I think I became a happier person overall. After I returned home, my family & I decided to start hosting International Students and Exchange Visitors. Over the years we kept hosting them and it made a vast improvement in our everyday lives. We like to think we made an improvement in the International Students and Exchange Visitors' lives too.

If you join the UNRAA like I did, it will make you more aware of people of other countries and their needs and that awareness will most likely stay with you, as I said in the article. It truly will make a difference in your lives and will increase your awareness for other people in different countries.

In conclusion, I think if you have the opportunity to join UNRAA, I think you should do so. There is an enormous list of reasons to join UNRAA and if you join you might just find out all of those reasons. I know everyone has their own opinions and I have mine, but I hope you will now want to join UNRAA, as it has changed my life. It will change your life, and UNRAA has already changed mine.
This response fully accomplishes the task, but lacks the overall sophistication and consistency of a Score Point 6. Ideas and Content: The response presents a unifying theme, staying focused on topic and task. Development provides in-depth information and more than adequate supporting facts and details that fully develop the topic (During most of my trips overseas we had animals with us. On one of my trips, as I said in the article, we had a cargo of 335 horses! I also said that the animals had to be fed and watered two or three times a day...You get the opportunity to work with more than just horses though you get to work with mules and young cows too). Organization: Ideas progress in an order that enhances the meaning of the response. Transitions are used effectively to progress ideas (During most of my trips, After I got done, After I returned, Over the years). Style: Some redundant phrases and lack of dynamic word choice impair the overall style of the writing, but not enough to overshadow what has been done correctly.

The response contains a few errors, but they do not impede the flow of communication. There are errors in grammar (elder for elders), and internal punctuation (When I was a Seagoing Cowboy[,] I had alot of fun . . . When you join[,] you’ll probably . . .)
You should join the Seagoing Cowboys! There are tons of reasons why joining the Seagoing Cowboys have changed my life.

First, having jobs on the boat teaches you to be responsible. It does a better job at teaching you than just doing a few chores at home. There was even a time that I learned to be careful as a night watchman.

Second, you get to go sightseeing! Yes, you could travel from home but on the ship it's a whole new sight every day! I got to see New Orleans, Greece, the eastern coast of the U.S., and China!

Third, you're helping people. At home, you could help out your neighborhood but imagine helping people all over the world! Knowing that I'm helping someone fills me with warmth inside.

Finally, you get to have loads of fun!
We do all kinds of sports like baseball; volleyball; fencing, and wind boxing. The crew also read, played board games, and whittling. If that doesn't sound like fun, then I don't know what.

You should join the Seagoing Cowboys. Being a part of them has taught me responsibilities. I've gone sight seeing, we help people, and you get to have lots of fun.

Writing - 4 pts - While there might be some aspects of higher or lower score points, this response is holistically a 4. It accomplishes the task. Ideas and Content: The response presents a unifying theme or idea (You should join the Seagoing Cowboys! There are tons of reasons why joining the Seagoing Cowboys have changed my life). Development includes sufficient information with supporting facts and details (Second, you get to go sight seeing! Yes, you could travel from home, but on the ship it's a whole new sight every day! I got to see New Orleans; Greece, the eastern coast of the U.S., and China!). Organization: The body of the response is divided into clear and developed subtopics, framed by an introduction and conclusion. Transitions, though formulaic, introduce each body paragraph and the conclusion (First, Second, Third, Finally). A few internal transitions connect ideas, enhancing the meaning of the text (There was even a time, but imagine helping people, if that doesn't sound like fun). Style: Vocabulary is appropriately chosen, with words that clearly convey the writer's meaning (Chores, night watchman, sight seeing, New Orleans, Greece, China, warmth). The response exhibits varied sentence patterns including complex sentences, although overuse of exclamatory sentences reduces their effectiveness. Voice: The tone and style is mostly appropriate to purpose, with the writer addressing the reader in a manner intended to convince him or her to participate in the Seagoing Cowboys program (At home you could help out your neighborhood, but imagine helping people all over the world!).

Language Conventions - 4 pts - This response contains a few errors, but they do not impede the flow of communication. For the most part, errors occur, when the student is attempting more advanced conventions. There are a few minor issues, most noticeably in capitalization, which do not impede the flow of communication.
Luke Bomberger joined the Seagoing Cowboys after he graduated high school. Even though this was in 1945, it was a good thing to do. He had to take care of hundreds of horses, mules, and donkeys to help people in Europe. I think you should join in on the fun.

You should join the Seagoing Cowboys because it changed Luke's life and it helped a lot of people. Luke even said, "Besides helping people, I had the side benefit of seeing Europe and China." That proves that he helped people and you will too. Do you feel nice when you help someone out? If so, join the crew, there's helping people out and the experience will change your life. Convinced yet? No? That's what I thought.

Let's go through some pro's and cons to convince you to join. A pro is you get to see Europe, Asia, Australia, and many, many more probably. The con to that is you're away from home. Another pro is you get the luxury of helping others. The con is its dangerous on ships, there are storms, seaice, and the ships might not be good quality. Luke almost fell off the ship once. He was on his night shift and slipped...
then slid down the ladder on his back toward the open side of the ship. A piece of metal stopped his slide thankfully.

There are many other reasons to join the Seagoing Cowboys, like the fun and sightseeing. In paragraph 3 the author wrote, "The cowboys played baseball and volleyball games in the empty halls..." This proves they also had time for fun. He also got to see different places and enjoy new luxuries.

Convinced yet? I hope so. The Seagoing Cowboys sounds really fun doesn’t it? You get to see new things and enjoy new things. Luke said the experience changed his life, let it change yours too!

While there might be aspects of higher or lower score points, this response is holistically a 4. The response accomplishes the task. Ideas and Content: Development includes sufficient information with supporting facts and details (A pro is you get to see Europe, Asia, Australia, and many more probably). Some of the ideas, though sufficiently developed, lack the full development that we see at higher score points (He was done on his night shift and slipped then slid down the ladder on his back toward the open side of the ship, a piece of metal stopped his slide thankfully). Organization: Ideas are organized logically, progressing in an order that enhances the meaning of the text. The student introduces new ideas through engaging with the reader (Convinced yet? No? That’s what I thought. Let’s go through some pros and cons to convince you to join). This technique connects ideas, shows voice in that it engages with the audience in a manner that is appropriate to the task’s purpose.

This response contains a few errors, but they do not impede the flow of communication. For the most part, errors occur when the student is attempting more advanced conventions. Words have very few or no spelling errors. Some more advanced words are spelled correctly (graduated, experience luxury, dangerous). Sentence have occasional grammar and usage errors (help someones out; your away from home), but not enough to overshadow what has been done correctly. Most of these errors are of the first draft variety.
You should become a seagoing cowboy because it keeps you busy with all kinds of things like feeding and watering the cattle. Another example is that once you unload the animals you can play games like baseball and volleyball in the empty holds where the wheat being held. You can also play table tennis tournaments, fencing, boxing, reading, and whistling. The text states that "I'm grateful for the opportunity Luke said when you get to the place where you are going you can explore that city. Luke Bomberger got to see amazing places like Egypt and China. He also got to see Acropolis in Greece and take a gondola ride in Venice, Italy, and a city with streets of water. This is why you should be a seagoing cowboy.

Writing - 3 pts
This response is holistically a 3. It minimally accomplishes the task. Ideas and Content: The response attempts a main idea (it keeps you busy with all kinds of things), staying somewhat focused on that idea. A few relevant ideas are included, with minimal supporting facts and details (Another example is that once you unload the animals you can play games like baseball and volleyball in the empty holds). Overall, the student would have to provide more detailed support for his or her ideas in order to earn a higher score point. Organization: The introduction and conclusion are both one sentence long and minimally effective. Ideas progress in a logical order, but progression is only occasionally aided by transitions (Another example, When you get to the place, He also). Style: Vocabulary is basic and predictable (all kinds of things, stuff like that). The writing style is generally fluent, and there is some attempt at more varied sentence patterns. Voice: The writing demonstrates a little sense of audience, addressing “you,” and letting the reader know how the Seagoing Cowboys might be for them.

Language Conventions - 3 pts
This response contains occasional errors, but they do not obscure the meaning of the response. There are occasional capitalization (With, City) and spelling errors (greatful, beeing).
You should join the Seagoing Cowboys because you can do all kinds of fun stuff. Like on the ship you can play games like baseball, volleyball, tennis, and stuff like that. You get to go to all different places and help give food to the people that went through the war. Like you help the people at the different places you might be able to get a tour like Luke from the story did. You might have a big job on the ship with all of the animals and stuff like that. But it is not that hard you would still have fun doing other things. When you turn eighteen you might choose to go into the military but you might not have to do that. Luke did not have to go. You can be the lookout one night and have fun doing that. You should join the Seagoing Cowboys.

While some aspects of the score might be higher or lower, this response is holistically a 3. It minimally accomplishes the task. Ideas and Content: The response attempts a main idea (You should join the Seagoing Cowboys because you can do all kinds of fun stuff), staying somewhat focused on that idea. A few relevant ideas are included, with minimal supporting facts and details (you can do…fun stuff…like baseball, volleyball, fencing and stuff like that). Overall, the student would have to provide more detailed support for his or her ideas in order to earn a higher score point. Organization: The introduction and conclusion are both one sentence long and minimally effective. Ideas progress in a logical order, but progression is only occasionally aided by transitions (When you turn eighteen). Style: Vocabulary is basic and predictable (big job, stuff like that). The writing style is generally fluent. There is some attempt at more varied sentence patterns (But it is not that hard you would still have fun doing other things). Voice: The writing demonstrates a little sense of audience, addressing “you,” and letting the reader know how the Seagoing Cowboys might be for them.

This response contains occasional errors, but they do not obscure the meaning of the response. There are occasional grammar and word usage errors (you can play game like; We you help the people). Some run-on sentences are present; these sentences are worsened by occasional errors in internal punctuation.
Luke thought this was fun, now why not give it a try. Luke could start fund raiser and program to get money for a bigger boat to haul more animals.

If I was you I would give it a try because it sounds fun to travel around the world and this is a once in a lifetime opportunity. That's why he did not want to miss out on this. Why should you let is free time worn.

**Writing - 2 pts**
This response partially accomplishes the task. Ideas and Content: The student attempts a main idea (Luke thought this was fun, now why not give it a try; If I was you I would give it a try). Few facts are included to develop the attempted main idea (it sounds fun to travel around the world; this is a once in a lifetime opportunity). Organization: The two presented paragraphs are difficult for the reader to connect without further context. In addition, the response lacks an introduction or a conclusion. Style: The student attempts some complex sentences, but they are not well-executed.

**Language Conventions - 2 pts**
Sentences contain frequent spelling, grammar, and word usage errors (This was fun, know why not give it a try; If I was you). The response completely lacks commas and question marks, both of which would be appropriate in several places. Lack of adequate punctuation results in multiple run-on sentences.
I think you should become a Sea Cowboy because you can have fun fencing, playing ping pong and many other activities. Plus you get to visit other countries such as Greece, Venice, Italy, and China.

But most of all you get to help others in need. What's better than helping others in need? The fun only starts when you drop the animals off to the police, indeed.

That's why you should join the Sea Cowboy's.

Writing - 2 pts
This response partially accomplishes the task. Ideas and Content: The student attempts a main idea (I think you should become a Sea Cowboy . . . ). Few facts are included to develop the attempted main idea (you can have fun fencing, playing ping pong, and Many other activities . . . visit other countries such Greece, Venice, Italy, and China). Organization: The two presented paragraphs are difficult for the reader to connect without further context. Style: The student attempts some complex sentences, but they are not well-executed and word choice is predictable.

Language Conventions - 2 pts
Sentences contain frequent punctuation and capitalization errors. The response lacks any complexity to offset these errors.
Luke born burger westhigh to convince people to join to help out with taking care of the animals and other country's to help out and was fun. And they play games.

Writing -1 pt Though the student attempts to focus on the task and respond, this response is holistically a 1. It fails to accomplish the task because the response is too brief to establish or maintain focus. It is difficult to follow with no order and no attempt at a beginning, middle or end and transitions are absent. The writing is flat and lifeless with less than minimal word usage.

Language Conventions - 1 pt While this response is easier to read, it contains capitalization, punctuation, and sentence construction errors in a very brief response.
He like going on trips because of

How he knew it might of boring but he found out it wasn't boring

It would rain every night and he did not like it at all but being a seacowboot was much as a explore.