

PEARSON

Virginia Standards of Learning Grade 5 Writing

Composing and Written Expression Anchor Set with Annotations

Anchor A-1

I had a toy that you can build anything and it Lego i like to build a cars and build a taor and the Lego people tears Lego city Lego ninjago and Lego Dino and Lego land and in Lego land.

Composing/Written Expression Anchor Set, Paper 1

Score Point 1

This response demonstrates little to almost no control of most of the Composing/Written Expression domain's features. The writing demonstrates little focus on a central idea (*I had a toy that you can build anything and it Lego . . .*) with no awareness of an audience. In lieu of elaboration, the student lists some types of Legos (*Lego city Lego ninjago and Lego Dino and Lego land and in Lego land*). No organizational plan is apparent as the student jumps from point to point. The writing uses general, vague and repetitious vocabulary, failing to create tone or to develop the writer's voice. **The writer demonstrates little or no control of the features of the Composing/Written Expression domain, thus receiving a score point 1.**

Anchor A-2

some people help people some don't . I help people some times if some one wont help they ask but if they don't ask people they don't get help. my mom help people but my brother don't. my couson do he help people on their cars because he get paid. some people don't ask because people steal from them.

Composing/Written Expression Set, Paper 2

Score Point 1

This response demonstrates little control of most of the Composing/Written Expression domain's features. Though there is a central idea (*some people help people some don't*), the student provides little elaboration (*my couson do he help people on their cars because he get paid*). Due to major digressions (*some people don't ask because people steal from them*) and a lack of a lead and closure, the writing demonstrates almost no unity. Sentences lack various lengths and structures and the vocabulary is vague. **The writer demonstrates little or no control of the features of the Composing/Written Expression domain, thus receiving a score point 1.**

Anchor A-3

First i think everyone would be happy. It will be like a surprise for someone party for someone at the school. So a boy ask the teacher to have a surprise party at the school for he's friend.Next The teacher made a announcement so everyone set up be for he's friend get here. Last made sure that my friend had the best party ever.

Composing/Written Expression Anchor Set, Paper 3

Score Point 1

This response demonstrates little control of most of the Composing/Written Expression domain's features. Although the response has the appearance of an organizational plan (*First; Next; Last*), the connections between ideas and events are absent (*Last made sure that my friend had the best party ever*). The writing lacks both a lead and a closure. The student introduces a few points but fails to elaborate on any of them (*First I think everyone would be happy. It will be like a surprise for someone party for someone at the school*). Furthermore, the language is vague and general with no selected information, failing to create a tone or develop the writer's voice. **The writer demonstrates little or no control of the features of the Composing/Written Expression domain, thus receiving a score point 1.**

Anchor A-4

One day when I got home from school my mom said I had mail I ran up the driveway to the house and was exhausted. I went in the door and picked up the papery card and opened it there was a card made of leather. It had a 100\$ bill in it and a genuine leather wallet and a credit card holder with a little gum pocket with gum in it. The card said i'm sorry I won't get to go to your party I have to get surgeryon my stomach Best of wishes Aunt Grace.

**Composing/Written Expression Anchor Set, Paper 4
Score Point 2**

This response demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness. The focus on the central idea is inconsistent with a limited awareness of an audience. Due to major digressions (*The card said i'm sorry I won't get to go to your party I have to get surgeryon my stomach*), the writing exhibits little unity. The elaboration of ideas is inconsistent and relies mostly on the listing of general, underdeveloped statements (*it was a card mad of leather. It had a 100\$ bill in it and a genuine leather wallet and a credit card holder with a little gume pocket with gum in it*). Although there is some specificity of language (*exhausted*), most of the vocabulary is bland only allowing the writer's voice to emerge on occasion. **The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, receiving a score point 2.**

Anchor A-5

Mini fridge

Is there something you would like to have? well what I really want is a mini fridge and this is why. First, I want my own mini fridge in my room. Because I would like to have my own food and drinks to my self. Like candy, lunch meat, soda, and koolaid. Second, I want a mini fridge because it is mini it fits in my room. And i can get food and drinks when i'm playing video games or watching T.V. Third, I really would be happy if my stuff was separated from my brothers Dan and Nate because when i have food or drinks they all was take it. Last, i want a mini fridge so I can have food and drinks in my room. and i can separated my stuff my brothers Dan and Nate. Now you know that i want a mini fridge.

Composing/Written Expression Anchor Set, Paper 5

Score Point 2

This response demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness. Although the essay is focused on a single topic (*mini fridge*), the elaboration of that idea is inconsistent. The student lists general, underdeveloped statements (*Because I would like to have my own food and drinks to my self. Like candy, lunch meat, soda, and koolaid*), failing to make a connections between ideas. While the sentences have some variety, the vocabulary is repetitive (*Second, I want a mini fridge because it is mini*) allowing the writer's voice to emerge only on occasion. **The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, receiving a score point 2.**

Anchor A-6

Even though there are a lot of things that I want to learn, I am going to talk about wanting to learn how to do a back handspring. I really want to learn how to do a back handspring. It looks really fun when you learn to do it. It also looks really cool.

I want to learn how to do a back handspring, because it looks fun and cool. Also, because it would make me feel proud of myself. It would make me feel proud, because it looks really hard and to be able to do it you have to have some skills.

Learning how to do a back handspring is very tough. It is tough, because you have to have a perfect position. Everything has to be perfect, or you will mess up. All in all, I want to learn how to do a back handspring, because it looks really fun, cool, and makes me feel proud of myself.

Composing/Written Expression Anchor Set, Paper 6

Score Point 2

This response demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness. The central idea in this response (*I want to learn how to do a back handspring*) is introduced, but elaboration is underdeveloped throughout (. . . *because it looks fun and cool. Also, because it would make me feel proud of myself. It would make me feel proud, because it looks really hard and to be able to do it you have to have some skills*). Due to mostly imprecise and repetitive language (*because it; because it; because it; because you; because it*) and a lack of a rhythmic flow, the writer's voice emerges only on occasion. **The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, receiving a score point 2.**

Anchor A-7

One of my entertainments is football. Football is my entertainment because it is fun to play. Football is fun to because you can play with friends and family. There is a another entertainment that i like to play is baseball because lots of people can play. Those are my to entertainments because they are fun to play with all of your friends.

Baseball and football are my entertainments because they are better then golf and tennis. Golf and tennis might be entertainments to some people but not me i would probable be a sleep before i even watch it. Now that is why i like to play football and baseball and not golf or tennis.

Being inter tined by football is cool. Football is cool because there are some nice people and some mean people. But if you play good then you might get a free college and the will want you to play on there football team. But it is the same thing with baseball if you play good then they will give you free college. then they will want you to play on there team.

Lots of the players said that there is a 50 50 % you can get heart and break a leg. That is what could happen if you play football. It is the same thing with baseball. So that is what all of the players are trying to say to all of the people that you can get heart in both sports .

Football is my entertainment because it is fun and not to hard to play. Lots of stuff can entertain you when you do sports watch TV. All of that stuff can entertain you. Now that is all of the stuff that entertains me.

Composing/Written Expression Anchor Set, Paper 7 Score Point 2

This response demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness. The central idea for this paper is introduced in the opening line (*One of my entertainments is football*). However, elaboration on that idea is limited consisting mostly of general, underdeveloped statements (*Being inter tined by football is cool. Football is cool because there are some nice people and some mean people. But if you play good then you might get a free college*) that fail to make a connection between the ideas and events. Organization is inconsistent with major digressions (*Lots of players said that there is a 50 50 % you can get heart and break a leg. That is what could happen if you play football. It is the same thing with baseball*) and a weak lead and closure. Sentences lack a rhythmic flow while the language is bland and imprecise (*But it is the same thing with baseball if you play good then they will give you free college. Then they will want you to play on there team*). **The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, meriting a score point 2.**

Anchor A-8

One day, I got a package. When I opened it, I saw a hatching egg . Once it hatched fully, light came raging out and then, it stoped. When I looked inside the box, I saw a little creature that looked like a dragon! It was a dragon white as snow and had scales silver as a crystal.

At first I was wondering who gave me this dragon, so I decided to get my parents to see if they gave me this dragon. Before I could even get to my parents, I heard the door bell ring so I opened the door. When I saw who was at the door, my parents came in the foyer. Before we could speak, the dragon flew down on me happily. Then the person at the door said, " I am Merlin the Wizzard.

" What's his name," I asked ? "His name is whatever you choose," Merlin said. "I'll name him "silver." "Silver it is," Merlin said. "Take care," we all said. "you too," Merlin said. So that was the special package that Merlin gave to me.

THE END

Composing/Written Expression Anchor Set, Paper 8

Score Point 3

This response demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The central idea in this response (*One day, I got a package*) is focused with elaboration that starts thin (*When I opened it, I saw a hatching egg*). However, the writer soon provides more purposeful elaboration (*It was a dragon white as snow and had scales silver as crystal*). Events are organized chronologically using reasonable transitions to clarify the relationship between ideas and events (*Before I could even get to my parents, I heard the door bell ring so I opened the door. When I saw who was at the door, my parents cam in the foyer. Before we could speak, the dragon flew down on me happily. Then the person at the door said, "I am Merlin the Wizzard*). Furthermore, with no digressions and a functional opening and closing, the writing is reasonably unified. With some specific word choice and descriptive language (*Once it hatched fully, light came raging out and then, it stoped*), the writer's voice is able to emerge. **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features, receiving a score point 3.**

Anchor A-9

One day I helped my little brother climb a tree in our front yard that he has been wanting to climb forever.

One morning I went to check on my little brother Cody. He said "I really want to climb tree today but i'm to small to reach the branch". I said "we should go try after I eat some breakfast".

After I ate breakfast we went outside to try and get him up. First I let him try to stand on my back but he ended up falling off, second I tried giving him a boost with my hands but he fell on top of me, finally I saw a stool in our kitchen so I went and grabbed it and brought it outside. When he stood on it he was just able to touch the branch. But eventually he was just able to squirm onto the branch.

After I got him up there I went to go get my mom so she could take a picture of my brother in the tree. That day my brother refused to get out of that tree until lunchtime.

That day I learned that helping people can be cool even if they get on your nerves sometimes {or allot}. Helping somebody is something that everybody can do.

Composing/Written Expression Anchor Set, Paper 9 Score Point 3

This response demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The response is focused on a central idea (*One day I helped my little brother climb a tree in our front yard*) with an awareness of audience (*That day I learned that helping people can be cool even if they get on your nerves sometimes {or allot}*). Ideas are organized in a reasonable and logical manner with transitions that help clarify the relationship to ideas and events (*First I let him try to stand on my back but he ended up falling off, second I tried giving him a boost with my hands but he fell on top of me, finally I saw a stool in our kitchen so I went and grabbed it and brought it outside*). The elaboration provided is mostly reasonable (*After I got him up there I went to go get my mom so she could take a picture of my brother in the tree*), though some lapses are evident (*That day my brother refused to get out of that tree until lunchtime. That day I learned . . .*). The writing uses some specific word choice and descriptive language (*I tried giving him a boost with my hands . . . he was able to squirm onto the branch*) to create tone and enhance the writer's voice. Sentences vary in length and structure, resulting in a rhythmic flow, though some lapses occur. **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features, receiving a score point 3.**

Anchor A-10

Something I would love and want to learn is how to make a goal in soccer. I know I can achieve this goal is because I know how to dribble the ball and to get how to get pass others. But, a skill I would struggle on is trying to run all the way up the field. In my story I will tell you how I can achieve this goal.

I know I can achieve this goal is because I am a very good defense[just saying].I think that will help because then,I would not have to go back and forth trying to keep the ball with me. Plus, it will help me make goals faster and have more time to make more. Also, I am good at tricking people with the ball. Being a good defense will help me achieve my goal.

Another thing that will help me achieve my goal is my skill of dribbling. I believe dribbling will help me is because I can dribble the ball down the field really fast. It will help also because I can do lots of tricks with the ball so it will make people dizzy. Also, I can dribble the ball without looking down so that will help me see where I am going and kicking. Knowing how to dribble is a good advantage in soccer.

After, telling you everything that will help there is something that I will struggle in,running. I know running will slow me down when I learn how to make a goal, is because I need to be able to run and the field. Another reason is because when I do not want to run any more I can not make any goals.Also, the other team will take the ball away from me.This is why I will improve on my running skills.

Since, I just told you how I will achieve my goal and what I need to work on you and I now know how I could fix the things that will slow me down. Everyday from now on I will practice running after I do my homework. Also, I will work on my aim when ever I shoot[I will have a break now and then]. If I can achieve my goal anyone can achieve a goal they wish to reach.

Composing/Written Expression Anchor Set, Paper 10 Score Point 3

This response demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The response is focused on a central idea (*Something I would love and want to learn is how to make a goal in soccer*) with an awareness of the audience (*I know I can achieve this goal is because I am very good defense [just saying]*). Reasonable elaboration is provided throughout (*I believe dribbling will help me is because I can dribble the ball down the field really fast. It will help also because I can do lots of tricks with the ball so it will make people dizzy*). The organization is logical and helps clarify the relationship between ideas and events. With a solid lead (*In my story I will tell you how I can achieve this goal*) and closure (*Since, I just told you how I will achieve my goal and what I need to work on you and I now know how I could fix the things that will slow me down*), the essay exhibits reasonable unity. Sentences vary in length and structure (*Another reason is because when I do not want to run anymore I can not make any goals. Also, the other team will take the ball away from me. This is why I will improve on my running skills*), although rhythm is diminished by an occasional lack of sentence variety. **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features, receiving a score point 3.**

Anchor A-11

The Announcement

As I walked up to the stage, I couldn't help but to grin a little. I shook the principle's hand and accepted the award. This was the most exciting school announcement I have ever experienced. I was getting an award for school.

It all started earlier that morning. I was still tired from playing baseball the night before. I was so tired I felt like an old bike that was trying to move but it had rust on its tires. It was even harder at breakfast. I could hardly keep my head up above the plate! I thought today at school would be very bad.

Later that day the announcement came. The school had a surprise award ceremony. I was hoping to get an award, but I knew it wouldn't happen. I wanted that award because my parents said that if I get an award I would be able to go to the new amusement park. Hope slowly crawled away when the ceremony was about to end, but then I heard my name on the loudspeaker. At first I was in shock since this was my first award ever.

After the award I felt happier than flowers in the spring. I got complimented left and right. Even the teachers said good job. By the end of the day, I felt like I saved the world or something. All I said it wasn't really a big deal.

On the bus I could smell the cotton candy and hear the rollercoasters and people screaming. Then a friend asks me how do I feel about this. I said it sure was an exciting announcement. Then I realized, it really was an exciting announcement.

Composing/Written Expression Anchor Set, Paper 11

Score Point 3

This response demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The response is focused on a central idea (*I was getting an award for school*) with an awareness of audience (*By the end of the day, I felt like I saved the world or something. All I said it wasn't really a big deal*). Ideas are organized in a reasonable and logical manner with transitions that help clarify the relationship to ideas and events (*Later that day the announcement came. The school had a surprise award ceremony. I was hoping to get an award, but I knew it wouldn't happen I wanted that award because my parents said that if I get an award I would be able to go to the amusement park*). The elaboration provided is reasonable (*It all started earlier that morning. I was still tired from playing baseball the night before. I was so tired I felt like an old bike that was trying to move but it had rust on its tires*), though some lapses are evident. The student uses some specific word choice and descriptive language (*After the award I felt happier than flowers in the spring*) to create tone and enhance the writer's voice, but with inconsistent success (*I felt like I saved the world or something*). Sentences vary in length and structure, resulting in a rhythmic flow (*Hope slowly crawled away when the ceremony was about to end, but then I heard my name on the loudspeaker*), though some repetitive structures (*This was, I was, I was, It was*) and some awkward construction slows down the rhythm. **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain, receiving a score point 3.**

Anchor A-12

People often help one another. One person that helps me a lot is my teacher, Mr. G. He always finds fun ways of learning, and helps us with certain areas and subjects that we're stuck on, or just want to learn more about. He also gives us rewards, cheers us on to make us feel good about what we're doing, and gives us easy ways to remember things.

Learning is always easier when it's fun. In math, he was helping us with multiplication, division, adding, and subtracting, by letting us play games like 24. After we got better, he had us do a competition, and the winner got cool prizes. I think that this was helpful and fun for me, and for the rest of my math class, because soon we could easily do things that at first seemed impossible, or confusing.

When we were learning about the Civil war, he helped us learn more about an interesting subject or person. I wanted to learn more about U.S. Grant, so he gave us research guide lines, and helped us find websites with lots of information. He also helped us to putt the information together, and into a fun project. When we finished the project, it seemed like we knew everything about that subject, including even some things that Mr. G had not even known.

Mr. G also helps us by giving us easy ways to remember things, like "Pleas Excuse My Dumb Annoying Sister," to help us remember order of operations in math. In science, he let us listen to the Photosynthesis song, to help us see how plants work. When we learn songs and rimes like that, it helps me to learn.

Again, people often help one another, and the person that helps me a lot is my teacher, Mr. G. He always finds fun ways of learning, and helps us with certain areas and subjects that we're stuck on, or just want to learn more about. He also gives us rewards, cheers us on to make us feel good about what we're doing, and gives us easy ways to remember things.

Composing/Written Expression Anchor Set, Paper 12 Score Point 4

This response demonstrates consistent, though not perfect, control of most of the Composing/Written Expression domain's features. There is a consistent focus on the central idea (*One person that helps me a lot is my teacher, Mr. G*) with purposeful development providing full and consistent elaboration through examples and details (*When we were learning about the Civil war, he helped us learn more about an interesting subject or person. I wanted to learn more about U.S. Grant, so he gave us research guide lines, and helped us find websites with lots of information. He also helped us to putt the information together, and into a fun project*). Using logical organization and transitions to connect ideas to events (*Learning is always easier when it's fun. In math, he was helping us with multiplication, division, adding, and subtracting by letting us play games like 24. After we got better, he had us do a competition, and the winner got cool prizes*) with an effective lead and closure (*Again, people often help one another, and the person that helps me a lot is my teacher, Mr. G. He always finds fun ways of learning, and helps us with certain areas and subjects that we're stuck on, or just want to learn more about*), the writing exhibits remarkable unity. Sentences vary in length to produce a rhythmic flow. **The writer demonstrates consistent, if not perfect, control of the features of the Composing/Written Expression domain, receiving a score point 4.**

Anchor A-13

It was a frosty April day, when my mom took me to Target. When we were looking for a space to park, I saw the thing that might change humanity. It hit me straight in the heart. It was a life size Justin Bieber cut out! I jumped with glee, and asked my mom if I could get it. The Justin Bieber cut out tried to reach for my arm, but my mom crushed my fantasy of ever having hope that I would have something to love. The cut out was thirty dollars. My said no way, and when she said that my heart shattered like it was made out of glass. I really wanted it, and I wouldn't allow something spectacular like that slip through my fingertips without a fight. I would not better yet could not have a life without it. She told me if I do my chores, clean my room, and sweep she might think about it. I asked her if she could narrow it down to just sweep, and She gave me a crooked look. Maybe, I thought to myself I could open a lemonade stand! All of a sudden, a little girl walked out of Target, and she had the glory in her little hands. Yes, she had the thirty dollar cut out in her devious little claws. It was the last one. I told my mom to forget about it. Then, I saw a not very prettier Taylor Lautner cut out, and my mom said don't even think about it!

Composing/Written Expression Anchor Set, Paper 13 Score Point 4

This response demonstrates consistent, though not perfect, control of most of the Composing/Written Expression domain's features. There is a consistent focus on the central idea (*It was a frosty April day, when my mom took me to Target*) with a clear awareness of audience (*When we were looking for a space to park, I saw the thing that might change humanity*). Ideas are organized in a logical, chronological order with transitions that clarify the relationship between ideas and events (*All of a sudden, a little girl walked out of Target, and she had the glory in her little hands. Yes, she had the thirty dollar cut out in her devious little claws*). Sentences vary in length to produce a rhythmic flow (*It was a life size Justin Bieber cut out! I jumped with glee, and asked my mom if I could get it. The Justin Bieber cut out tried to reach for my arm, but my mom crushed my fantasy of ever having hope that I would have something to love. The cut out was thirty dollars*). Furthermore, specific word choice, descriptive language and selected information create tone and enhance the writer's voice (*I really wanted it, and I wouldn't allow something spectacular like that slip through my fingertips without a fight. I would not [,] better yet [,] could not have a life without it. She told me if I do my chores, clean my room, and sweep she might think about it. I asked her if she could narrow it down to just sweep*). **The writer demonstrates consistent, if not perfect, control of the Composing/Written Expression domain, receiving a score point 4.**

Anchor A-14 • Page 1

Recently, scientists have invented a bus that is created especially for kids. After taking a survey of how many kids liked riding the bus, only about 3 percent of them said yes. So teachers thought that it was time to take action. The brand new bus system includes all the necessities that kids need for a long field trip, such as an automatic food system, a large soda fountain, and a room for sleeping. It's possible to fit all of these rooms, because the bus is about 200 times bigger on the inside than a normal bus. But it doesn't stop there.

One of the favorite items on the bus is the Live Animals Room. It contains over 100 different kinds of animals that love to interact with kids. Children not only get to hold these animals, they get to play with them in their own habitat. None of the animals are dangerous in any way. Even the tarantulas and the scorpions are friendly!

Another cool part of the bus, is that it has a whole diner just for kids. Whatever you want, they have. You can even be specific, for example, instead of saying, "I want cookies," you could say, "I want warm cookies just like Grandma makes." The best part is, the food will always taste exactly the way you want it to! Now you can see why kids love the diner so much.

Maybe the most loved part of the bus is the Pool Room. The Pool Room contains an enormous pool, as well as a colossal water slide. Even though you are inside a bus, the Pool Room isn't stuffy and hot. It feels as though you are outside on a sunny day! Kids love to cool off and have fun in the pool.

Perhaps the coolest part of the bus, is that on the outside, it looks the size of a normal school bus. But the second that you walk inside, you know that it is definitely not a regular school bus. Any passing pedestrians may think that you are just a simple bus, riding to school. Scientists think that this is the best way to keep the interior of the bus hidden.

All of these things play a big part in this bus. It not only carries children to and from a field trip, but it makes the ride feel magical. This bus may just be the start of a new way of thinking about school. It's things like riding the bus that really make a difference in a child's school life.

Anchor A-14 • Page 2

Composing/Written Expression Anchor Set, Paper 14

Score Point 4

This response demonstrates consistent, though not perfect, control of most of the Composing/Written Expression domain's features. There is a consistent focus on the central idea (*Recently, scientists have invented a bus that is created especially for kids*) with purposeful development providing full and consistent elaboration through examples and details (*One of the favorite items on the bus is the Live Animals Room. It contains over 100 different kinds of animals that love to interact with kids. Children not only get to hold these animals, they get to play with them in their own habitat. None of the animals are dangerous in any way. Even the tarantulas and the scorpions are friendly!*). Using logical organization and transitions to connect ideas to events (*Another cool part of the bus, is that it has a whole diner just for kids. Whatever you want, they have. You can even be specific, for example, instead of saying, "I want cookies," you could say, "I want warm cookies just like Grandma makes."*) with an effective lead and closure (*All of these things play a big part in this bus. It not only carries children to and from a field trip, but it makes the ride feel magical*), the writing exhibits remarkable unity. Sentences vary in length to produce a rhythmic flow (*Maybe the most loved part of the bus is the Pool Room. The Pool Room contains an enormous pool, as well as a colossal water slide. Even though you are inside a bus, the Pool Room isn't stuffy and hot. It feels as though you are outside on a sunny day*). Furthermore, the writing uses specific word choice, descriptive language and selected information purposefully to craft a message, create tone, and enhance the writer's voice. **The writer consistently demonstrates control of the domain's features, and the response receives a score point 4.**