

## Baseball and Me

I live baseball. I live the game. I watch the game. I watch the players. I scout the players. I watch how they swing, how they pitch, how they grip the ball. When I watch the game on TV, or when I am at Yankee Stadium, I understand what is happening in the game. If I am in the car and I tune into the Yankee game, even if it is not the first pitch, I know what is involved in that game. I play the game. ~~I love the game.~~ I learn from the game. I have developed a grand passion for the game of baseball. As a result, baseball has taught me three things: a respect for different cultures, the importance of determination, and that knowledge is a key to my success and fun.

There are several experiences I have had that show these three things. I learned to respect different cultures when I played in on a league team called the All Star Felix Melan Team. We took a trip to Connecticut and played a team with players who happened to be 100% Spanish speaking. Even though I did not know the language, I did share their passion and won the MVP trophy. From respecting different cultures in baseball, I have learned to respect differences in my friends. Some of my friends have learning disabilities and some are from different ethnic and economic backgrounds. Some of my friends are amazing in baseball and some are not.

Focus on topic/main idea of PT.

Another game showed me that determination is crucial. We were losing 4-1 in a six inning game. We had six outs to go. At the top of fifth, I got a lead off double, stole third and a kid hit me in. We kept fighting back. We got two consecutive outs and we were on our way to winning as I closed the game. I have learned how to be determined in school the way I am in sports. In the beginning of seventh grade, I disliked my social studies class and I got very low grades. Then I became determined to succeed in that class. It was not easy because I

did not get along with the teacher. I then decided to work harder and read more. Through determination my grades went up to the mid 80s and I received the top grade (the high 90s) in the class for the midterm.

↑  
Transition  
↓

I have been attending Yankee games with my Dad since I was seven years old. Lately, I realized that I learned a lot about the game- I have a lot of knowledge. For example, I am able to talk with adults about the game and the players in detail. I can even convince adults about my point of view. Because of my knowledge, I am able to form good relationships with adults. Also, I have increased my knowledge in other subjects besides baseball such as cooking. I began to read magazines. I started with Sporting News and Sports Weekly each week to learn about baseball. Now I also read cooking magazines and watch cooking shows. This knowledge has helped my cooking just as reading sports magazines has helped my playing of baseball. — explain how.

Off topic?

In conclusion, even though I am a strong baseball player, what baseball has taught me is more important. Learning to respect different cultures is important because New York is a city full of people with different ethnic backgrounds. Learning to be determined is important because then I can be successful and overcome certain obstacles. Learning to increase my knowledge is important because I can then perform better in subjects even when the subject is not baseball. I believe all three things are crucial to success in life and to my future high school experience. ?

Name: Tommy

Date: 11/8/07

## Essay Rubric

Essay Criteria	<b>4</b> <b>Distinguished</b> <small>(100-92)</small>	<b>3</b> <b>Accomplished</b> <small>(91-82)</small>	<b>2</b> <b>Learning</b> <small>(81-72)</small>	<b>1</b> <b>Beginning</b> <small>(71--50)</small>
<b>1. Beginning</b> <i>The writer uses...</i>	<input checked="" type="checkbox"/> an especially powerful, attention-grabbing introduction and the thesis is clear. <i>I like the repetition here. Powerful.</i>	<input type="checkbox"/> a strong opening that makes the thesis clear.	<input type="checkbox"/> a weak introduction. Thesis is vague.	<input type="checkbox"/> no introduction at all.
<b>2. Ideas/Details</b> <i>The writer uses...</i>	<input type="checkbox"/> many specific, relevant, accurate ideas & details and/or examples.	<input checked="" type="checkbox"/> enough relevant, accurate details to support valid ideas in the essay.	<input type="checkbox"/> at least two strong ideas & some basic details or examples, though they are rather general.	<input type="checkbox"/> invalid or faulty ideas and hardly any details and/or examples.
<b>3. Organization</b> <i>The writing is...</i>	<input type="checkbox"/> logical and well-organized with clearly stated ideas.	<input checked="" type="checkbox"/> generally well-organized and includes transition words between paragraphs and/or details.	<input checked="" type="checkbox"/> partially organized, but wanders off the topic at times. Some transition words are used. <i>body #5 2+3 need more focus.</i>	<input type="checkbox"/> not at all organized.
<b>4. Style</b> <i>The writer's style is...</i>	<input type="checkbox"/> original, captivating, and thoroughly appropriate for the audience.	<input checked="" type="checkbox"/> interesting, informative, and appropriate for the audience.	<input type="checkbox"/> informative and appropriate for the audience, but some words are used incorrectly.	<input type="checkbox"/> not appropriate for the audience. Many parts of the writing are difficult to understand.
<b>5. Mechanics/ Spelling</b> <i>The writing has...</i>	<input type="checkbox"/> no punctuation or capitalization errors. There are no words spelled incorrectly.	<input checked="" type="checkbox"/> one or two punctuation, capitalization, and/or spelling errors.	<input type="checkbox"/> many punctuation, capitalization, and/or spelling errors.	<input type="checkbox"/> so many punctuation, capitalization, and spelling errors that the writing is difficult to understand.
<b>6. Conclusion</b> <i>The writing has...</i>	<input type="checkbox"/> a powerful conclusion that leaves the reader with a lot to think about.	<input checked="" type="checkbox"/> a strong conclusion that summarizes his/her ideas. <i>(Summarized / restated ideas of essay well)</i>	<input type="checkbox"/> a weak conclusion that does not summarize the ideas well.	<input type="checkbox"/> no conclusion.
<b>7. Writing Process</b> <i>The writer...</i>	<input type="checkbox"/> planned and drafted essay (on time). Drafts show considerable revising & proofreading.	<input checked="" type="checkbox"/> planned and drafted essay (on time). Drafts show some revising and proofreading. <i>Where are the drafts we worked on</i>	<input type="checkbox"/> planned & drafted parts of the essay. Drafts show little revising or proofreading.	<input type="checkbox"/> did not plan or draft essay. Work is late. Drafts show lack of revising or drafting.

8. Grade: 26/30

9. Comments: *Tommy, your essay has many strong ideas. You filled each body # with so much info, that in the end it a bit if it was very general. I still wish you'd focused the essay more rather than try to cover everything from playing against a Spanish speaking team to cooking to - forming good relationships with adults*