

Section 1:

#1 "Today's math lesson is going to be about angles." Explained Mr Henson."UGH!" Growled the class."You shouldn't be so ungrateful for what you learn!" Replied Mr Henson

Strengths: Your dialogue effectively shows the classroom dynamic and Mr Henson's character. The use of "growled" creates vivid imagery of the class's reaction.

Dialogue attribution → Your dialogue tags need attention as they're incorrectly punctuated. The explained/replied should begin with lowercase letters since they're continuing the same sentence. Also, vary your dialogue tags instead of just using "explained" and "replied".

"Today's math lesson is going to be about angles," explained Mr Henson."UGH!" growled the class."You shouldn't be so ungrateful for what you learn," Mr Henson scolded, crossing his arms.

#2 While I was playing, I found a bump in the corner of the library. I went to go look and I found a secret passageway. I went down through the secret passageway. The darkness was in my eyes, I moved a bit in the cramp, and I saw the most amazing thing I saw diamonds, gold, emerald, ruby.

Strengths: Your introduction of the secret passageway creates mystery and excitement. The treasure description builds intrigue for readers.

Sentence structure → Your sentences follow the same pattern and length, creating a choppy reading experience. Several sentences begin with "I went" and the final sentence runs on without proper punctuation. The word "cramp" is used incorrectly (likely meaning "cramped space").

While playing, I discovered an unusual bump in the library corner. Curious, I investigated and found a secret passageway hidden behind the wall. As I crept down the narrow tunnel, darkness surrounded me. After feeling my way forward in the cramped space, I gasped at the most amazing sight—glittering diamonds, gleaming gold, sparkling emeralds and brilliant rubies spread before me.

#3 I asked Mr Henson "If he knew about the cramp."Mr Henson said he "Didn't know about it."Ding! Ding! It was lunch time I went to go and see the cramp again, but this time there were no diamonds, ruby, emerald, gold. I was shocked I thought someone took all the gems.

Strengths: Your plot development creates a nice mystery when the treasures disappear. The pacing effectively moves the story forward through the school day.

Punctuation and clarity → Your dialogue punctuation is incorrect, and there are run-on sentences without proper punctuation. The use of "cramp" continues to be incorrect, and the final sentence needs a comma.

I asked Mr Henson, "Do you know about the hidden space in the library?" "I don't know anything about it," Mr Henson replied with a puzzled look. Ding! Ding! When lunchtime arrived, I raced back to examine the secret passage again, but was shocked to discover all the diamonds, rubies, emeralds and gold had vanished! I froze in disbelief, certain someone had taken all the gems.

■ Your story has an engaging premise with the discovery of a secret passageway that contains treasure. This is a fantastic starting point for an adventure! To improve your writing, focus on developing your main character, Lilly. What makes her unique? How does she feel about finding treasure? Also, consider expanding the mystery elements by adding more details about the passageway itself—is it old? Dusty? Does it have strange markings? You could also create more tension by having someone suspicious watching Lilly, or by giving clues about who might have taken the gems. Try adding sensory details like how the gems sparkled, the musty smell of the passage, or the cold stone walls. Additionally, work on varying your sentence beginnings rather than starting many sentences with "I went" or "I was." Your ending is intriguing with the disappearing gems, but you could strengthen it by having Lilly make a plan to solve the mystery instead of just noticing they're gone.

Overall Score: 40/50

Section 2:

Ding! Ding! The school bell rang; everybody shoved each other trying to get to their classrooms on time before they get a consequence. I dodged the rocks, ran up the stairs, and jumped straight into the line, right on time. Mr Henson (my teacher) took us inside the class to start a math lesson.

#1 "Today's math lesson is going to be about angles." ~~Explained~~ [explained] Mr Henson. "UGH!" ~~Growled~~ [growled] the class. "You shouldn't be so ungrateful for what you learn!" ~~Replied~~ [replied] Mr Henson

While Mr Henson was teaching angles to the rest of the class I was drawing at the back of my math book. But soon I got bored and started to listen to the lesson. Ding! Ding! It was time for recess.

#2 While I was playing, I found a bump in the corner of the library. I went to go look and I found a secret passageway. I went down through the secret passageway. The darkness was in my eyes, I moved a bit in the ~~cramp~~ [cramped space], and I saw the most amazing thing ~~I saw~~ [—] diamonds, gold, emerald, ruby.

"Lilly!" Shouted my friend Veronica.

I quickly came out of the ~~cramp~~ [cramped space] and covered it up with a sheet I found nearby. Ding! Ding! We had to head back to our classrooms. We went inside our classrooms and started to learn again; I kept thinking about the ~~cramp~~ [secret passage] I saw.

#3 I asked Mr Henson "If [, "if] he knew about the ~~cramp~~ [secret passage].?" [?"]

Mr Henson said he "~~Didn't~~ [, "didn't] know about it."

Ding! Ding! It was lunch time! I [. I] went to go and see the ~~cramp~~ [secret passage] again, but this time there were no diamonds, ~~ruby~~ [rubies], ~~emerald~~ [emeralds], gold. I was shocked! I [. I] thought someone took all the gems.

Know more about this story in the next season!