

Level 8

Second Edition

Assessment/Resource Booklet

Authors

Matthew Stephens
Athena Lester
Cassie Hein

Teacher

Matthew Stephens

Designer

Boston Stephens
Katie Carico

Project Coordinator

Athena Lester

Editor

Lindsay Kovac



Essentials in Writing
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

Copyright © 2022 by Matthew B. Stephens

All rights reserved. No part of this book may be reproduced or transmitted in any form by any means — electronic, mechanical, photocopying, recording, or otherwise.

Printed in the United States of America

ASSESSMENT

Assessment 6 – Vivid Language (Lesson 7)

A. Rewrite the sentences below to include *vivid language*. Remember, not every word needs to be replaced. Use a thesaurus to help.

1. Henry went to the county library to look something up.

2. He looked for the records of his family.

3. His grandparents had lived on a farm.

4. The records said his grandfather had died in an accident.

5. Henry wanted to know the real story.

6. He stayed at the library and looked through the books for hours.

B. Rewrite the paragraph. Revise word choice and sentence structure and add *adjectives* and *adverbs* to make the story come alive. Use a thesaurus to help.

Kai went behind the crate and listened. The warehouse was supposed to be empty, but he heard footsteps. Kai tried to be quiet, and he covered his mouth with his hand. The person was coming closer. His aunt had said to hide and to not let anyone find him. He didn't know what was going on, but he was scared. He was scared he would be hurt. Then, he saw his aunt coming. He could breathe again. Everything would be fine.

Unit One Comprehensive Assessment (Lessons 2- 24)

Circle the letter next to the correct answer.

1. Which of the following sentences uses the *best* adjective?

- A. The big tree crashed into the house during the storm.
- B. The huge tree crashed into the house during the storm.
- C. The enormous tree crashed into the house during the storm.
- D. The elevated tree crashed into the house during the storm.

2. A(n) ____ contains both a subject and a verb and expresses a complete thought.

- A. independent clause
- B. dependent clause
- C. appositive
- D. prepositional phrase

3. *The MacPhersons are taking they're vacation in Hawaii this summer.*

What common problem does this sentence contain?

- A. Unclear subject
- B. Pronoun/antecedent agreement
- C. Subject/verb agreement
- D. Homophone

4. Which of the following is *not* true of a summary?

- A. Summaries are about one third the size of the source.
- B. Summaries only include the main points of the original work.
- C. Summaries maintain the order and balance of the original work.
- D. Summaries use a lot of descriptive language.

UNIT ONE COMPREHENSIVE ASSESSMENT

9. *Jenifer is afraid of many things. For example, spiders, lizards, and dark rooms.*

What error does the excerpt contain?

- A. Fragment
- B. Run-on sentence
- C. Comma splice
- D. The excerpt does not contain an error.

10. *El was furious and threw the teacup against the wall, she instantly regretted it.*

Which of the following options corrects the error in the sentence properly?

- A. *El was furious and threw the teacup against the wall but she instantly regretted it.*
- B. *El was furious and threw the teacup against the wall, but she instantly regretted it.*
- C. *El was furious, threw the teacup against the wall, instantly regretted it.*
- D. *El was furious and threw the teacup against the wall she instantly regretted it.*

11. “*Can’t you let me see my wife? She could be dying!*” Mr. Whitamaker ____.

Which of the following is the *best* action verb to add to this sentence?

- A. pleaded
- B. said
- C. stated
- D. asked

12. Which of the following sentences uses an adverb properly?

- A. Haley quickly sprinted to the nurse’s office.
- B. Donovan angrily tore up the infuriating letter.
- C. The broken porcelain sculpture was absolutely shattered into a million pieces.
- D. The cashier immediately pressed the silent alarm.

UNIT ONE COMPREHENSIVE ASSESSMENT

17. *Soldiers in the United States military undeniably deserve sincere gratitude and honor for their brave, self-sacrificial devotion to safeguard the natural rights of the American people.*

Which of the following is the *best* paraphrase of the passage?

- A. We should be thankful for and respect people who serve in the U.S. army because of how they courageously give their lives to protect Americans' rights.
- B. Soldiers in the United States military deserve sincere thanks and honor for their brave, self-sacrificial devotion to safeguard the natural rights of the American people.
- C. Soldiers in the U.S. army should receive the utmost honor and recognition for their commitment to safeguarding the rights of Americans.

18. The word that a pronoun refers to is called a(n) ____.

- A. homophone
- B. adjective
- C. pronoun
- D. antecedent

19. Which of the following should you do to make your composition less repetitious and more interesting to read?

- A. Use a combination of simple, compound, complex, and compound-complex sentences.
- B. Use a combination of simple and compound sentences with no complex or compound-complex sentences.
- C. Use mostly compound and complex sentences.
- D. Use only simple sentences.

20. A noun or noun phrase that renames another noun in a sentence is a(n) . . .

- A. adjective.
- B. prepositional phrase.
- C. dependent clause.
- D. appositive.

UNIT ONE COMPREHENSIVE ASSESSMENT

26. Sometimes, ____ are not needed when a sentence contains a quality ____.

- A. adverbs; action verb
- B. adjectives; adverb
- C. adverbs; adjective
- D. adjectives; action verb

27. *Nathan and Josiah are friends and neighbors. He often hangs out next door to play Xbox after school.*

What common problem does the sentence contain?

- A. Unclear subject
- B. Ambiguous pronoun
- C. Pronoun/antecedent agreement
- D. Homophone

28. Which of the following sentences *best* uses vivid language to describe an ancient barn?

- A. The barn was old, like an ancient building.
- B. On top of a hill stood a barn, a red, conquering giant.
- C. Each piece of worm-holed, cardinal wood in the barn had a story to tell of times long past.
- D. The barn was so old that it must have been a gazillion years old.

29. *The lights went out ____.*

Choose the dependent clause to finish this complex sentence.

- A. and the house descended into silence
- B. Preston pushed play on the movie
- C. however, the guests could still see
- D. when no one was expecting it

Assessment 17 – The Writing Process & Paragraphs (Lessons 25-40)**Circle the letter next to the correct answer.**

1. Which of the following lists shows the Writing Process in the correct order?
 - A. Brainstorm, Revise, Organize, Draft, Final Draft
 - B. Organize, Brainstorm, Draft, Revise, Final Draft
 - C. Brainstorm, Draft, Organize, Final Draft, Revise
 - D. Brainstorm, Organize, Draft, Revise, Final Draft

2. A *compare* paragraph explores ____ while a *contrast* paragraph explores ____.
 - A. details; reasons
 - B. differences; similarities
 - C. similarities; differences
 - D. negatives; positives

3. Sensory details are used primarily in . . .
 - A. descriptive writing.
 - B. persuasive writing.
 - C. compare/contrast writing.
 - D. expository writing.

4. Which of the following topic sentences would open an *expository* paragraph?
 - A. *Math is useful in many careers.*
 - B. *Math and music have more similarities than people realize.*
 - C. *Everyone should have basic math skills.*
 - D. *Science and math are different in many ways.*

5. Mariana is writing a persuasive paragraph about why getting enough sleep is important. Which of the following details would *best* support her topic?
 - A. *Sleep was first formally studied in 1845 by a French doctor named John Davy.*
 - B. *Sleep is a cycle that consists of 4 stages.*
 - C. *Sleep plays a vital role in one's mental health.*
 - D. *Good, regular sleep is difficult with my busy schedule.*

6. Persuasive writing uses facts and examples to . . .
 - A. call the reader to action.
 - B. vividly describe a scene.
 - C. inform the reader.
 - D. point out similarities.

To complete the assessment, complete one of the paragraph writing prompts on the following pages.

ASSESSMENT

Assessment 17 – Persuasive Paragraph



1. Read the **prompt**. Then, **brainstorm** your ideas on a clean sheet of paper and choose a topic.



Should students be given all of December as their winter break from school? Write a persuasive paragraph to convince your reader to agree with your opinion.



2. **Plan** and **organize** your thoughts using **graphic organizer(s)**.
(Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your paragraph on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.



CHECKLIST

- Revised word choice
- Revised sentence structure
- Checked transitions



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.



CHECKLIST

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors

ASSESSMENT

Persuasive Paragraph Rubric						
Format and Required Info	2 pts Formatted according to instructions with few, if any, mistakes. Name and other required information included.	1 pt Formatted paper with some mistakes. Name or other required information not included.	0.5 pts Formatted paper with several mistakes. Name and other required information not included.	___ / 2		
Organization	5 pts Organized effectively according to guidelines (opening sentence, details with examples, closing sentence). Appropriate and effective transitions used.	4 pts Organized basically according to guidelines (opening sentence, details with examples, closing sentence). General transitions used.	3 pts Organized vaguely according to guidelines (opening sentence, details with examples, closing sentence). Few and vague transitions used.	2 pts Organized poorly according to guidelines (opening sentence, details with examples, closing sentence). Transitions are not used.	___ / 5	
Content	5 pts Includes at least 2 effective details with examples. Details and examples provide excellent support. Word choice and sentence structure are rich and varied.	4 pts Includes at least 2 general details with examples. Details and examples provide general support. Word choice and sentence structure are generally effective and varied.	3 pts Does not include enough supporting details. Examples are missing or lacking in relevancy. Word choice and sentence structure are basic and lacking in variety.	2 pts Does not include relevant supporting details. Examples are missing. Word choice and sentence structure are simple and vague.	___ / 5	
Writing Type	4 pts An effective example of persuasive writing.	3 pts A good example of persuasive writing.	2 pts A basic example of persuasive writing.	1 pt A poor example of persuasive writing.	___ / 4	
Mechanics	4 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	3 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	2 pts Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		___ / 4	
					Total: ___ / 20	

ASSESSMENT

Assessment 19 – Expository Essay (Lessons 50-59)

Circle the letter next to the correct answer.

- The purpose of *expository writing* is to ____.
 - use facts to support an opinion
 - show similarities and differences
 - explain, describe, or inform
 - describe something with sensory details
- Which of the following topics could you write about in an *expository essay*?
 - The history of jazz music
 - Why all people should learn to play the piano
 - The story of your first trip to a theme park
 - Your experience scuba diving in Australia
- A *hook* is a tool we use in writing to . . .
 - transition from thought to thought.
 - capture the reader’s attention.
 - tell the main point of the essay.
 - close the essay.
- Which of the following hooks is an *emotional statement*?
 - Malcom X once said, “Education is a passport to the future, for tomorrow belongs to those who prepare for it today.”*
 - According to the CDC, obesity is a common disease among Americans, affecting 42.4 percent of adults.*
 - I am eternally grateful for my science teacher, Mrs. Wharton, who is one of the most powerful influences in my life.*
 - Have you ever experienced that weird moment when you think you’ve done something before?*
- The ____ contains the main point of the essay and generally reveals what the rest of the composition is about.
 - hook
 - thesis
 - example
 - purpose

To complete the assessment, complete the expository essay writing prompt on the following page.

ASSESSMENT

Assessment 19 – Expository Essay



1. Read the **prompt**. Then, **brainstorm** your ideas on a clean sheet of paper and choose a topic.

↳ *How can students save money to purchase expensive items they want? Write an expository essay to answer this question.*



2. **Plan** and **organize** your thoughts using **graphic organizer(s)**.
(Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your essay on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.

↳ **CHECKLIST**

- Revised word choice
- Revised sentence structure
- Checked transitions



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.

↳ **CHECKLIST**

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors

ASSESSMENT

Expository Essay Checklist

Opening Paragraph	
	Do you start your essay with a hook that captures the reader's attention?
	Do you introduce your main topic?
	Do you include a thesis statement as the final sentence?
	Does your thesis contain the main point of your essay and generally reveal what the rest of the composition is about?

Body Paragraph 1	
	Do you open with a topic sentence that clearly states the topic of the paragraph?
	Do you include details about your topic?
	Do you support your details with examples?
	Are your details and examples strong and well-explained?
	Does the final sentence bring the paragraph to a successful close and smoothly transition to the topic of the next paragraph?

Body Paragraph 2	
	Do you open with a topic sentence that clearly states the topic of the paragraph?
	Do you include details about your topic?
	Do you support your details with examples?
	Are your details and examples strong and well-explained?
	Does the final sentence bring the paragraph to a successful close and smoothly transition to the topic of the next paragraph?

Body Paragraph 3	
	Do you open with a topic sentence that clearly states the topic of the paragraph?
	Do you include details about your topic?
	Do you support your details with examples?
	Are your details and examples strong and well-explained?
	Does the final sentence bring the paragraph to a successful close?

Closing Paragraph	
	Do you include a restatement of your thesis as the first sentence?
	Does your final paragraph bring the essay to a successful close?

Overall	
	Do you use transition words or phrases between thoughts and paragraphs?
	Do you use vivid language and varied sentence structure to improve communication?
	Do you stay on topic?
	Does the essay fulfill its purpose (to explain, describe, or inform)?

Mechanics	
	Do you spell all words correctly?
	Do you use capitalization correctly?
	Do you use punctuation correctly?
	Do you indent the first line of each paragraph?
	Is your final composition formatted according to the guidelines?

ASSESSMENT

Expository Essay Rubric							
Format and Required Info	5 pts Student formatted paper according to instructions with few, if any, mistakes. Student included their name and other required information on assignment.	3 pts Student formatted paper with some mistakes. Student did not include either their name or other required information.	1 pt Student formatted paper with several mistakes. Student did not include their name or other required information.				___ / 5
Opening Paragraph	7 pts Opening paragraph introduces topic excellently. Interesting and effective hook.	5 pts Opening paragraph introduces topic well. Adequate hook.	3 pts Opening paragraph introduces topic poorly. Ineffective hook.	1 pt Opening paragraph is not included.		___ / 7	
Thesis	7 pts Thesis statement and restatement are included. Thesis introduces expository topic of essay.	5 pts Thesis statement and restatement are attempted.	3 pts Thesis statement or restatement is missing.	1 pt Both thesis and restatement are missing.		___ / 7	
Body Paragraphs	17 pts Body paragraphs contain detailed support and examples. Support and examples are presented in an excellent manner.	14 pts Body paragraphs contain general support and examples. Support and examples are presented in a suitable manner.	11 pts Body paragraphs contain adequate support and examples. Support and examples are presented in an average manner.	9 pts Body paragraphs contain poor support and examples. Support and examples are presented in an ineffective manner.	6 pts Body paragraphs do not contain support and examples.		___ / 17
Closing Paragraph	7 pts Closing paragraph brings essay to a close excellently.	5 pts Closing paragraph brings essay to a close well.	3 pts Closing paragraph brings essay to a close poorly.	1 pt Closing paragraph is not included.		___ / 7	
Writing Type	8 pts An effective example of expository writing.	6 pts A good example of expository writing.	4 pts A basic example of expository writing.	2 pts A poor example of expository writing.		___ / 8	
Transitions	8 pts Appropriate and effective transitions are used between thoughts and paragraphs.	6 pts General transitions are used between thoughts and paragraphs.	4 pts Few and vague transitions used between thoughts and paragraphs.	2 pts Inappropriate and/or missing transitions between thoughts and paragraphs.		___ / 8	
Word Choice and Sentence Structure	8 pts Word choice and sentence structure are rich and varied.	6 pts Word choice and sentence structure are well-chosen and somewhat varied.	4 pts Word choice and sentence structure are adequate and somewhat varied.	2 pts Word choice and sentence structure are basic and lack variety.	1 pt Word choice is vague, and sentences are simple and fragmented.		___ / 8
Mechanics	8 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	6 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		4 pts Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		___ / 8	
Total:						___ / 75	

UNIT TWO COMPREHENSIVE ASSESSMENT

6. Annabeth observed a meteor shower and wants to write a descriptive paragraph about it. Which of the following sentences would *best* fit in her descriptive paragraph?
- A. *A meteor is a particle that burns up as it enters the Earth's atmosphere.*
 - B. *My dad and my friend Jason set up chairs in the backyard to watch the meteor shower.*
 - C. *The night was fun, and the meteors were amazing!*
 - D. *The night was cold as ice, but seeing the bright shooting stars against the dark sky was worth it.*
7. ____ writing tells a story that includes multiple characters and dialogue.
- A. Narrative
 - B. Expository
 - C. Persuasive
 - D. Descriptive
8. Which of the following is true about the *closing sentence* of a paragraph?
- A. It should be an exact copy of the opening sentence.
 - B. It should include as much information as possible.
 - C. It should restate the main idea of the paragraph.
 - D. It should contain the last detail of the paragraph.
9. A(n) ____ is a composition that explains something.
- A. persuasive essay
 - B. expository essay
 - C. compare/contrast business letter
 - D. personal essay
10. Of the following, who would be the *most likely* audience for an essay about how to plan a successful night of babysitting?
- A. Department store managers
 - B. Teenagers
 - C. Air force pilots
 - D. Parents of toddlers

UNIT TWO COMPREHENSIVE ASSESSMENT

16. The *Organize* step of the Writing Process is when you. . .

- A. begin to write.
- B. pick your topic.
- C. edit for spelling, grammar, and punctuation.
- D. create a plan.

17. *One of my hobbies is carpentry.*

Which of the following sentences is the *best* example for this detail?

- A. *Carpentry requires patience and attention to detail.*
- B. *I have, among other things, whittled a set of teaspoons and am currently designing a footstool.*
- C. *I get most of my ideas from Carpenters Monthly.*
- D. *I am also getting into ceramics.*

18. Of the following, who would be the *most likely* audience of a business letter?

- A. Your parents
- B. A government official
- C. Your grandparents
- D. Your next-door neighbors

19. The thesis statement. . .

- A. is the first sentence in the opening paragraph.
- B. contains the main point of the essay.
- C. is the last sentence of the closing paragraph.
- D. is a tool used to capture the reader's attention.

20. ___ help the writing flow smoothly from one thought to the next.

- A. Transitions
- B. Hooks
- C. Sensory details
- D. Reasons

UNIT TWO COMPREHENSIVE ASSESSMENT

Read the following paragraph:

A laugh track is a soundtrack used in comedy television shows that contains the sound of audience's laughter, and its history is an interesting one. Originally, sitcoms recorded the laughter of a live audience to use in their broadcast shows. Live audiences can be unpredictable, however. Sometimes they didn't laugh at a joke, and sometimes they laughed too loudly! In the mid-1900s, a sound engineer named Charles Douglas "sweetened" the laugh tracks. He added more laughter to the quiet parts and muffled the laughter when it went on too long. Eventually, however, productions didn't like to deal with live audiences, so they filmed the show without the audience and added other laugh tracks later. Some people dislike the idea of using "canned laughter." Using a laugh track in sitcoms has been the standard procedure for almost a century.

26. What type of writing is this paragraph?

- A. A summary
- B. Expository writing
- C. A personal narrative
- D. Compare and contrast writing

27. Which of the following sentences should be *deleted* to make the paragraph flow better?

- A. *Originally, sitcoms recorded the laughter of a live audience to use in their broadcast shows.*
- B. *Live audiences can be unpredictable, however.*
- C. *He added more laughter to the quiet parts and muffled the laughter when it went on too long.*
- D. *Some people dislike the idea of using "canned laughter."*

28. Which of the following details could be *added* to make the paragraph better?

- A. The definition of a sitcom
- B. Names of shows that use laugh tracks
- C. Names of shows that don't use laugh tracks
- D. How much Charles Douglas charged for his services

29. What is the most likely audience of this paragraph?

- A. The writer's parents
- B. A general audience
- C. Hollywood producers
- D. Fans of Charles Douglas's work

UNIT TWO COMPREHENSIVE ASSESSMENT

Unit Two – Composition Assessment



1. Read the **prompt**. Then, **brainstorm** your ideas on a clean sheet of paper and choose a topic.

↳ *If you could travel anywhere in the world, where would you go, and what would you do? Write an essay detailing your answer.*



2. **Plan** and **organize** your thoughts using **graphic organizer(s)**.
(Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your essay on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.

↳ **CHECKLIST**

- Revised word choice
- Revised sentence structure
- Checked transitions



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.

↳ **CHECKLIST**

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors

AVOID BORING AND VAGUE ADJECTIVES!

USE QUALITY AND DESCRIPTIVE ONES INSTEAD!

SMELLY

aromatic pungent
fragrant putrid
odorous reeking
perfumed scented

LOUD

boisterous rowdy
clamorous rambunctious
deafening raucous
intense roaring

UGLY

hideous grisly
horrid grotesque
foul misshapen
frightful repulsive

PRETTY

angelic delightful
attractive elegant
charming handsome
darling lovely

INTERESTING

gripping unusual
amusing exceptional
compelling impressive
curious striking

NICE

admirable courteous
agreeable delightful
likeable gracious
cordial lovely

GOOD

beneficial first-rate
desirable upright
satisfying reliable
suitable talented

BAD

atrocious harmful
dangerous unacceptable
disobedient unhealthy
dreadful villainous

HARD

involved exhausting
complicated formidable
demanding rigorous
serious troublesome

FUNNY

playful odd
clever curious
witty unusual
ridiculous perplexing

HAPPY

ecstatic light
jubilant perky
lively delighted
thrilled upbeat

CRAZY

silly ludicrous
erratic foolhardy
absurd inappropriate
bizarre odd

SAD

despondent dejected
depressed glum
mournful downcast
heartbroken low

COOL

engaging trendy
well-done valuable
marvelous admirable
popular excellent

LITTLE

slight brief
skimpy insufficient
undersized limited
miniature petite

WHY USE ADVERB+VERB COMBOS WHEN YOU CAN USE A BETTER VERB INSTEAD?

run quickly

bolt

dash

sprint

walk slowly

meander

saunter

stroll

look closely

examine

inspect

scrutinize

laugh meanly

mock

ridicule

tease

hug tightly

cling to

clutch

squeeze

think deeply

contemplate

ponder

reflect

USE A THESAURUS TO FIND OTHER QUALITY AND DESCRIPTIVE VERBS!

USE A VARIETY OF SENTENCE STRUCTURES IN YOUR COMPOSITIONS!

BORING

One of my favorite memories was my first time star-gazing with my parents. We live in the city. I don't usually see the stars. I was over-the-moon excited when my parents surprised me with a star-gazing trip. The sun sank beneath the horizon. My parents and I grabbed snacks, blankets, and the telescope. We took the car and drove to a field 30 minutes out of town. We created a bed of blankets in the pickup. Our eyes were glued to the skies. My parents pointed out the constellations, and they told me the myths behind the stars. My eyes widened in wonder. I listened and drank in the vastness of the heavens. It was an amazing, unforgettable night.

DYNAMIC

One of my favorite memories was my first time star-gazing with my parents. Because we live in the city, I don't usually see the stars, so I was over-the-moon excited when my parents surprised me with a star-gazing trip. When the sun sank beneath the horizon, my parents and I grabbed snacks, blankets, and the telescope. We took the car and drove to a field 30 minutes out of town. After we created a bed of blankets in the pickup, our eyes were glued to the skies. My parents pointed out the constellations, and they told me the myths behind the stars. My eyes widened in wonder as I listened and drank in the vastness of the heavens. It was an amazing, unforgettable night.