

Grade 6
English Language Arts/Literacy
Narrative Writing Task

2019 Released Items

2019 Released Items: Grade 6 Narrative Writing Task

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

The 2019 blueprint for the grade 6 Narrative Writing Task includes Evidence-Based Selected Response/Technology- Enhanced Constructed Response items as well as one Prose Constructed Response prompt.

Included in this document:

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

Additional related materials not included in this document:

- Sample scored student responses with annotations and practice papers
- Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring

**Release Items Answer and Alignment Document ELA/ Literacy:
Grade 6**

Text Type: NWT														
Passage(s): from "The List"														
Item Code	Answer(s)	Standards/Evidence Statement Alignment												
DD605649339	Item Type: EBSR Part A: B Part B: D	RL 6.1.1 RL 6.3.2												
DD604856632	Item Type: EBSR Part A: A Part B: A, F	RL 6.1.1 RL 6.6.1												
DD604754976	Item Type: TECR <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 35%;">Description of How Sadira Changes</th> <th style="width: 50%;">Quotation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">First</td> <td style="text-align: center;">becomes curious</td> <td style="text-align: center;">". . . what was it that this person wanted to remember about me?" (paragraph 5)</td> </tr> <tr> <td style="text-align: center;">Next</td> <td style="text-align: center;">becomes fearful</td> <td style="text-align: center;">"I started to panic. . . ." (paragraph 27)</td> </tr> <tr> <td style="text-align: center;">Last</td> <td style="text-align: center;">becomes courageous</td> <td style="text-align: center;">"So now I'd find out what was going on." (paragraph 34)</td> </tr> </tbody> </table>		Description of How Sadira Changes	Quotation	First	becomes curious	". . . what was it that this person wanted to remember about me?" (paragraph 5)	Next	becomes fearful	"I started to panic. . . ." (paragraph 27)	Last	becomes courageous	"So now I'd find out what was going on." (paragraph 34)	RL 6.1.1 RL 6.3.2
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DD605658390	Item Type: EBSR Part A: D Part B: A	RL 6.1.1 RL 6.5.1												
DD604842283	Item Type: PCR Refer to Grade 6 Scoring Rubric													
DD604853690	Item Type: EBSR (additional item) Part A: B Part B: B	RL 6.1.1 RL 6.5.2												

DD605654929	Item Type: EBSR (additional item) Provides background information about Sadira <p>After all, no one here knew anything about me, except that I was born in Iran, grew up in New York, and had just moved to Chicago.</p> Establishes the main conflict in the passage <p>What was my name doing on someone's list?</p> Demonstrates how the main conflict affects Sadira <p>But after I put my name at the top of the page, my mind went blank.</p>	RL 6.1.1 RL 6.5.2
DD604843023	Item Type: PCR (additional item) Refer to Grade 6 Scoring Rubric	

Today you will read a passage from “The List” about a new student at school. Then you will answer questions and write a narrative of your own.

Read the passage from “The List.” Then answer the questions.

from “The List”

by Terri Cline

- 1** I wouldn’t have picked up the piece of paper if I hadn’t seen those big red words at the top: *DON’T FORGET*.
- 2** After all, the paper was covered with dusty footprints, and I had to lean way out from my desk to reach it in the aisle.
- 3** But I was curious. *Don’t forget what?*
- 4** The paper was thick like a postcard and about the same size. Under the big red *DON’T FORGET*, there were three numbered items printed in pencil.
 1. Snow peas
 2. Shakespeare
 3. Sadira Kirmani
- 5** I stared at the list, a chill sweeping over me. What was my name doing on someone’s list? And what was it that this person wanted to remember about me?
- 6** After all, no one here knew anything about me, except that I was born in Iran, grew up in New York, and had just moved to Chicago. That’s all Mrs. Allison had told the class when she introduced me yesterday. And no one had really spoken to me since then, except for the boy with glasses who asked if he could have my brownie at lunch.
- 7** I looked around the room, but no one looked back. Everyone seemed focused on the test that Mrs. Allison was handing out.
- 8** I took my copy of the test from the girl in front of me and passed the rest back. But after I put my name at the top of the page, my mind went blank.

- 9** I should know the answers. My class in New York had already covered decimals. But for every problem, all I could see was: 3. *Sadira Kirmani*.
- 10** What did it mean?
- 11** After the test, I tried to concentrate on our science lesson. But I heard the same words over and over in my mind. *Snow peas, Shakespeare, and me*.
- 12** "Sadira." I jumped when Mrs. Allison called my name. "It's time to line up for lunch."
- 13** I joined the kids already standing at the front of the classroom.
- 14** As I moved through the lunch line, I heard someone ahead of me say, "What's that?"
- 15** A girl with braces was pointing at a pan full of something that looked like green beans run over by a steamroller.
- 16** "Snow peas," the lunch lady answered. "Want to try some?"
- 17** "No, thanks," the girl replied, sliding her tray farther down the line.
- 18** "I'll try some snow peas," the boy behind me piped up.
- 19** *Snow peas*. Number 1 on the list.
- 20** After lunch, Mrs. Allison announced that it was "rhyme time."
- 21** "Everyone's been working on this since last week, Sadira," Mrs. Allison explained. "You can relax and just listen. Now, who wants to go first?"
- 22** Only one hand shot up. It belonged to the boy who'd asked for snow peas.
- 23** "OK, Wyatt." Mrs. Allison nodded. "Come on up."
- 24** "'To be or not to be . . .'" Wyatt began. The rest didn't make much sense to me. Something about arrows and a fortune.
- 25** When he finished, a girl with curly hair raised her hand. "Mrs. Allison?" she said. "That didn't rhyme."
- 26** "Shakespeare wrote a different kind of poetry," Mrs. Allison replied.

- 27** *Shakespeare?* Number 2 on the list. I started to panic, wondering what would happen next.
- 28** But nothing did.
- 29** School ended, and I sat alone on the bus, still staring at the list. It was a while before I looked up and noticed Wyatt, the boy who'd asked for snow peas and read the poem. He was staring across the aisle at me.
- 30** "What?" I snapped, still on edge.
- 31** "Nothing." He smiled in a friendly way. "I wanted to talk to you. I almost forgot."
- 32** "Forgot what?"
- 33** "You're number 3 on my list."
- 34** I inhaled. So now I'd find out what was going on. "This is yours?" I held up the card.
- 35** He laughed. "Yeah. Where'd you find it?"
- 36** "On the floor of the classroom. What is it?"
- 37** "My mom's idea. I'm supposed to try three new things every day."

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1. Part A

How does Wyatt’s conversation with Sadira at the end of the story help to develop his character?

- A. by identifying what he is going to do next
- B. by revealing his reason for previous actions
- C. by showing how he chose the items on his list
- D. by explaining his reason for keeping the list a secret

Part B

Which evidence **best** supports the answer to Part A?

- A. paragraph 31
- B. paragraph 34
- C. paragraph 35
- D. paragraph 37

2. Part A

How does the author develop the point of view of the narrator?

- A. by describing what the narrator thinks and does
- B. by describing how other characters feel about the narrator
- C. by describing what other characters think and do
- D. by describing the characters' hopes and dreams

Part B

Which **two** pieces of evidence support the answer to Part A?

- A. Sadira wonders who wrote her name on the piece of paper.
- B. The teacher tells Sadira to line up for lunch.
- C. A girl in Sadira's lunch line will not try the snow peas.
- D. Wyatt wants to talk to Sadira.
- E. The teacher wants Sadira to watch the presentations.
- F. Sadira asks Wyatt about the list.

3. Select **three** descriptions and place them into the chart in the correct order to show how Sadira changes over the course of the passage. Then select **one** quotation that supports **each** description and place it into the chart.

becomes sad	becomes fearful
becomes courageous	becomes curious
"I started to panic. . . ." (paragraph 27)	". . . I sat alone on the bus. . . ." (paragraph 29)
". . . what was it that this person wanted to remember about me?" (paragraph 5)	"So now I'd find out what was going on." (paragraph 34)

	Description of How Sadira Changes	Quotation
First		
Next		
Last		

4. Part A

How does paragraph 37 **most** contribute to the overall structure of the passage?

- A. It signals that the point of view has changed from one character to another.
- B. It emphasizes the effect of the setting on the plot.
- C. It suggests a different conflict between the characters.
- D. It provides an explanation for the events that have occurred.

Part B

Which paragraph **best** supports the answer to Part A?

- A. paragraph 4
- B. paragraph 12
- C. paragraph 14
- D. paragraph 25

- 5.** You have read a passage from “The List.” Think about what might happen next.

Write a narrative that continues the story. Use what you have learned from the passage to write your story.

6. Part A

How does paragraph 19 contribute to the development of the plot of the passage?

- A. by introducing the conflict
- B. by increasing the suspense
- C. by presenting the climax
- D. by providing a resolution

Part B

Which paragraph from the passage contributes to the development of the plot in the same way as the answer to Part A?

- A. paragraph 2
- B. paragraph 5
- C. paragraph 13
- D. paragraph 37

7. Place one of the shaded sentences into each box to show how that sentence contributes to the plot of the passage.

Provides background information about Sadira

Establishes the main conflict in the passage

Demonstrates how the main conflict affects Sadira

(continues on next page)

Read the passage from "The List." Then answer the questions.

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7 I looked around the room, but no one looked back. Everyone seemed focused on the test that Mrs. Allison was handing out.

8 I took my copy of the test from the girl in front of me and passed the rest back. But after I put my name at the top of the page, my mind went blank.

- 8.** You have read a passage from “The List.” Think about what might happen the next day if Wyatt thinks of three new things to try.

Write a narrative that describes what happens the following day when Wyatt tries the things on his new list. Use what you have learned from the passage to write your story.

