

ELA/Literacy
Released Item 2019

Grade 06
Narrative Task
The List What Happens the Following Day
DD604843023

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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- 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.



Anchor Set A1 – A10

With Annotations

The next day I went to school, Wyatt sat next to me on the bus. I asked him about what my new class had covered and what to expect. "Not much," Wyatt answered, "just decimals and fractions in math, and some figurative language including other poetry things."

"I despise of poetry!" I groaned. "I can never get my poems to sound right and I don't understand poets, especially ones like Shakespeare."

"Don't worry about it." Wyatt assured. "I'm not very good at poetry either, but I can try to help you."

I thanked him and then we arrived at school. We hurried to the morning assembly, which was a little different than my old school, and sat down. I tuned out and started reading as the teachers said some boring announcements that I had no idea about. I was reading a book called the "*Flush*" by Carl Hiaason. It was quite interesting actually.

All too soon, we followed our teacher to our classroom and sat at our desks. Mrs. Allison took attendance as we waited patiently, with some people whispering to each other. We then went to music class. I was awkwardly introduced to the music teacher as my face flushed.

"Hello" I said timidly. "My name is Sadira Kirmani"

"Hi," she had responded. "Nice to meet you Sa... Saadira?, I am Mrs. Sharp"

She had pronounced my name wrong and held the "a" but whatever I guess.

She told me to sit in the back where thankfully, Wyatt was as well. The music teacher soon began class.

She first asked "Which boys wants to be a solo singer in the musical this year?" Only Wyatt and another boy raised their hands. "Nobody else?" Mrs. Sharp inquired. "Well then, do any girls want to be singers in the musical?" A handful of girls raised their hands but not me. I looked over at Wyatt and saw that he had his list of three out with the big *DON'T FORGET* on the top as well.

1. Sit with Sadira Kirmani on the bus
2. Musical
3. New book

One numbers one and two were already checked marked off. "I wonder where he is going to get a new book", I thought to myself.

After we finished having music class, we went straight to library and we got to check out some books. But only two, Mrs. Allison had said.

New books, I thought. Number three on Wyatts list. I smiled to myself while I looked through the books.

After library we went to lunch and then to recess. I. In science we talked about moon phases and astronomy which I had covered in New York as well. But during "Rhyme Time," a girl, I think her name was Camellia, went up to read a poem.

She read a poem about frog leaping in water and Mrs. Allison had said that it was a haiku.

At the end of the day, I got on the bus and Wyatt had sat by me *again*, to my surprise. Wyatt introduced to me a new game called chopsticks and we played a few games of it before he left, since his stop was before of mine.

"Bye" he had said to me. "See you tomorrow!"

"Bye!" I yelled back.

I smiled, excited, for the next day to come.

Annotation

Anchor Paper 1

Written Expression

Score Point 4

This response is effectively developed with narrative elements and consistently appropriate to the task (*I looked over at Wyatt and saw that he had his list of three out with the big DON'T FORGET on the top as well*). Dialogue and descriptions of characters and events clearly reveal characters' personalities and actions (*"I despise of poetry!" I groaned. . . . I tuned out and started reading as the teachers said some boring announcements hat I had no idea about*). Sequencing of events through transitional devices contributes to the effective organization, resulting in clear and coherent writing (*The next day, All to soon, After we finished having music class, After library*). An effective style is established and maintained through sentence variety. Relevant descriptive details help to convey experiences to the reader (*. . . we waited patiently, with some people whispering to each other*).

(This is in Wyatt's point of view)

Today, my mother wanted me to try 3 new things. To be honest, I don't feel like trying new things everyday, I just want to be free. My mother wants me to try broccoli, she wanted me to try reading Doctor Seuss, and she wants me to try and play basket ball with the bigger guys. I listed the 3 items on a note card once again.

DON'T FORGET

1. Broccoli
2. Dr Seuss
3. Basketball

I hate broccoli, the last time I tried eating that was when I was 7, and I almost threw up. And I have never read any Dr Seuss before. The worst thing I could try today was playing basketball. I don't even play basketball, and the 8th graders are so aggressive, too. It's a bit scary.

I put my note card away.

"Bye, mom." I called, as I walked out the door to get on the bus.

"Bye, honey. Don't forget to try those new things! You'll be fine." she called back.

I closed the door behind me and left.

It was math period, the last period until the bell rang for lunch. I was figuring out an equation that was a little bit tricky. $9x + 45 = 63$, what is the value of "x"? I had just learned how to do Pre-Algebra a month ago, and math equations have been thrown at me like I was an experienced mathematician. And then, the bell rang.

"Okay, class. Line up to go get some lunch!" Mrs. Allison said. I got up from my chair and walked to the line. The class walked to the cafeteria. I grabbed a tray and looked at the menu. Broccoli. That was the only word I could see. I grabbed milk, macaroni and cheese, and broccoli. I saw Sadira sitting alone at a table, so I decided to sit next to her.

"Hi." she said softly.

"Hello." I said as I smiled. I sat down and sighed.

"What's wrong, Wyatt?" she asked.

"Well, my mom wants me to try broccoli," I held the bag full of greens up. "But the last time I ate it, I nearly threw up."

"Oh, that stinks. Well, it is good to give it another chance. You might like it this time." she said

I picked up a piece of broccoli and bit a piece of it off. It didn't taste good. Well, it didn't really taste like anything.

"How is it?" Sadira asked.

"It's alright. It just has no flavor." I replied. Sadira nodded.

Nice, that's one thing down.

After lunch, we go outside everyday. So I lined up to go outside. This time, I had to play basketball instead of playing tag.

When I got outside, the 8th graders were already there. They were picking teams. I reluctantly walked and lined up next the the other players to be picked.

"Hey, look, it's a sixth grader. Alright, we get him." one eighth grader said. He gestured for me to stand next to him.

I was surprised that I got picked, I'm terrible at basketball, and I just got there.

The game started. My team had the ball first. One guy passed the ball to someone on the other side of the court. I speed walked aimlessly. It was impressive how far the eighth graders could throw the ball. I walked up near the hoop and my team mate passed to me. I caught it, almost dropping it. The hoop was very low, and I was pretty tall, so I put the ball into the hoop.

"Nice one!" one of my team mates shouted. I started to feel a little bit useful.

We played for the rest of the 20 minutes we had for recess, and then we went inside. The eighth graders gave me high fives. I made 6 baskets today. It was pretty fun, now that I think about it. I'm going to tell mom all about it.

It was reading time in class. This was a time where we rested by reading before we resumed working. I went to our class library and looked for books Dr. Seuss wrote. In the "S" section, I saw many books. And then I finally came across the Dr. Seuss books. I took out "The Lorax", "The Cat in the Hat", and "How the Grinch Stole Christmas".

I read all of the books by the reading time ended. Those were great, my favorite one had to be The Lorax, because it just teaches me a very big lesson. People shouldn't cut down trees because that is the habitat of man animals that live in the forest or jungle or the setting in The Lorax.

Now that I think about it, trying 3 new things isn't too bad at all.

Annotation

Anchor Paper 2

Written Expression

Score Point 4

The response is effectively developed with narrative elements such as dialogue and descriptions of characters, events, and scenes (*I sat down and sighed. "What's wrong, Wyatt?" she asked. "Well, my mom wants me to try broccoli," I held the bag full of greens up. "But the last time I ate it, I nearly threw up." "Oh, that stinks. Well, it is good to give it another chance. You might like it this time"*). Descriptive details effectively illustrate the characters' personalities and actions (*I hate broccoli, the last time I tried eating that was when I was 7, and I almost threw up. And I have never read any Dr Seuss before. The worst thing I could try today was playing basketball. I don't even play basketball, and the 8th graders are so aggressive, too. It's a bit scary*). The narrative picks up the next day, quickly establishing a context that orients the reader to the action. The sequence of events begins with Wyatt stating his list of three new things to try, to a natural unfolding of the day's events where Wyatt tries something new at lunch, at recess, and in reading class. Style is effective with varied sentence types and lengths (*The game started. . . . It was impressive how far the eighth graders could throw the ball. I walked up near the hoop and my team mate passed to me. I caught it, almost dropping it. The hoop was very low, and I was pretty tall, so I put the ball into the hoop*). Overall, the response demonstrates effective development and organization, clear and coherent writing, and an effective style.

I was thinking all night what three new things I should try the next morning. "Go to sleep." My mom told me when she stopped at my doorway. "Okay mom, but, I know I won't be able to sleep if I don't know what three things I am going to try tomorrow." I replied. "You can think of it tomorrow in the bus. Now go to sleep, it i way passed your bedtime." My mom replied. I went to the bathroom to brush my teeth, and went to sleep.

The next day, I was eating my breakfast when it hit me. "I know what three new things I'm going to try today at school mom!" I screamed enthusiastic. I was about to go to my room to write my three things, but my mom stopped me. "You better right them on the bus because it is already time for you to leave to go to the bus stop." My mom told me. "Fine, I will see you in the afternoon, bye." I said and left to the bus stop. When I sat down, I grabbed a piece of a paper of my book bag, and I started writing. When I got off the bus I started repeating, " My three new things I am going to try at school today is eat a tuna sandwich, become play with the new girl, and get two books from the library."

When I arrived to school, we did reading, science, and then social studies. I like social studies better than the other subjects but I usually get bored in reading and in science. I like social studies better because you learn what happened to the world before you were born, so it is all new to you. It was recess time after social studies, so when we got outside and saw Sadira Kirmani I said, " Hi Sadire, do you want to play with me tag?" "Sure." She answered. We were playing the whole recess when the bell rang to come inside to eat lunch. When I arrived inside the lunch lady asked, " What would you like?" "Could I get a tuna sandwich?" I asked. "Okay." She said and gave me the sandwich. When I got to a table I started eating my lunch when Sadira came and sat with me, so we ate lunch together.

After lunch, we had math. I don't always understand math because it sometimes gets difficult for me, but today I understood it very well. After math we had writing. We had to read a story about children with Autism, we read the story together, then we had to do a quiz with four questions. I got a hundred on the test. We also had to do a writing portion. I finished everything when it was time to leave to go to library. When I got to library, I sat down on my assigned seat. After I did an assignment the library teacher, I got two new books to read. After library it was time to go home so I waited in the bus stop.

When I sat down on the bus, Sadira came and asked, " Can I sit with you?" "Sure." I answered. She sat down next to me and we started talking about more about each

other, our interest, and our families. After she got down from the bus, I started to think about the day I had. I even realized that I even tried more than three new things. When I got off the bus and got home my mom asked me, "How did school go?" "It was terrific I tried more than three things today!" I answered. "Good, it is nice to know that you are trying new things." She replied. "I know right. I think I don't need to make a list of three new things to try mom. You always try new things even if you don't plan it."

Annotation

Anchor Paper 3

Written Expression

Score Point 3

This response is mostly effectively developed with narrative elements, such as dialogue, which aid in developing events and characters' thoughts and feelings (*"I know what three new things I'm going to try today at school mom!" I screamed enthusiastic*). At times, the narrative focuses on events unrelated to the plot of Wyatt's list (*After lunch, we had math. I don't always understand math because it sometimes gets difficult for me, but today I understood it very well. After math we had writing. We had to read a story about children with Autism, we read the story together, then we had to do a quiz with four questions*). Transitions help sequence events, leading to mostly clear and coherent writing (*The next day, When I arrived to school, After lunch*). A mostly effective style is established and maintained through varied sentence structures (*enthusiastic, I understood it very well*).

It was Friday and I found the exact same postcard at the exact same place after I finished my test that was handed out by Mrs. Allison. I looked around the room to see if any one was looking at me and then I reached out to get it. I grabbed it and held it tight in my hand. I pulled it towards my desk and then I heard Mrs. Allison say, "What are you doing Sadira." I quickly responded, "Nothing Mrs. Allison." "Better be nothing," she said angrily. I looked around the room to see if anybody was looking at me. Then I looked at the postcard which was dirty with dusty shoe prints. I read the top which said DONT FORGET just like the last postcard. I read down and sure enough it had three numbered items which were numbered in pencil said.

1. Pizza with vegetables
2. Try a new game at recess
3. Sit at a new table with new people

I studied the list, it looked exactly like the other postcard it had dusty shoe prints, the color of a postcard. I continued to look at it until I spotted the difference the color last time was yellow the color this time was orange. I continued looking at it until Mrs. Allison said, "Time for lunch." Every body raced to the front of the room and I followed. I went into the line for food. I got pizza with fruits, but the person behind me got pizza with vegetables. I looked behind me and it was Wyatt. I looked at him until he said, "Hi Sadira." I responded, "Hi Wyatt how was you test." He said, "Pretty hard how about yours." I said, "The same as New York." They both laughed, until Wyatt sat down at a table he never goes to with people he rarely talks to. He said, "Come Sadira sit down" We talked until I remembered the postcard. As soon as it came to mine I pulled it out and gave it to Wyatt and said, "Did you loose this." He said, "Yes I did where did you find it. I said, "On the ground when I finished my test." He grabbed it and said, "Thankyou for finding it." The he asked, " Do you want to play kickball at recess and he rarely places kickball." I responded, "Sure why not." We played until the bell rang to go inside. I finished my day and took the bus to my house with Wyatt sitting next to me.

Annotation

Anchor Paper 4

Written Expression

Score Point 3

This response is mostly appropriate to the task. Narrative elements include the narrator describing events and settings (*It was Friday and I found the exact same postcard at the exact same place after I finished my test that was handed out by Mrs. Allison. I looked around the room to see if any one was looking at me and then I reached out to get it. I grabbed it and held it tight in my hand*) along with dialogue to develop characters' personalities (*"What are you doing Sadira." "I quickly responded, "Nothing Mrs. Allison." "Better be nothing," she said angrily [and] . . . "Hi Wyatt how was you test." He said, "Pretty hard how about yours." I said, "The same as New York." They both laughed*). The organization is mostly clear and coherent, moving from the classroom, to the cafeteria, but there is a lapse in continuity when Wyatt arrives at the playground (*They both laughed, until Wyatt sat down at a table he never goes to with people he rarely talks to*). A variety in sentence structures and lengths creates a style that is mostly effective (*Every body raced to the front of the room and I followed. I went into the line for food. I got pizza with fruits, but the person behind me got pizza with vegetables*).

I think that Wyatt will have on his next list is...

1. Make a new friend.
2. Try a new game outside.
3. Say something nice to every person you talk to.

Again the next day he drops his list again in the lunch room this time. And a girl named Kandi she finds it on the floor and takes a look at it noticing that it is a list. She then looks around the lunch room to see if any one is looking for some thing. She sees no one. So she reads what it has on written on it : 1. *make a new friend.* 2. *Try a new game out side.* 3. *say something nice to every person you talk to.* Then she *thinks* "well what if i do all this stuff, it would be fun." so after lunch she played new game outside. And after that she said something nice to every one she talked to and passed even the big bully at the school. But during class she had no luck making a new friend. So later on when they chose partners for a project she though " maybe she could make friend with some one if they were her partner. So she looked around the class room for partner so she chose Wyatt. He agreed and they worked together and then she asked him do you know whos this is? And he did because he said " yeah its mine i must have dropped it." Thats cool that you have this because it is fun i did the stuff on here but not make a new friend. Then Wyatt said "I will be your friend cause you are nice trying to find out who owned the list."

THE END

Annotation

Anchor Paper 5

Written Expression

Score Point 2

The response is developed with some narrative elements and is generally appropriate to the task. While many details are specific and relevant (*But during class she had no luck making a new friend. So later on when they chose partners for a project she thought " maybe she could make friend with some one if they were her partner. So she looked around the class room for partner so she chose Wyatt. He agreed and they worked together*), some events are less developed, affecting pacing (*so after lunch she played new game outside. And after that she said something nice to every one she talked to*). Although pacing is somewhat uneven, some organization is demonstrated through the logical sequencing of events (*Again the next day he drops his list again in the lunch room this time. And a girl named Kandi she finds it on the floor and takes a look at it noticing that it is a list. She then looks around the lunch room to see if any one is looking for some thing*). Some transitional elements connect and clarify relationships among some ideas (*so after lunch, And after that, But during class*). Style is somewhat effective, with some sentence variety; however, the language is more general and lacks specificity (*any one, some thing, stuff, something nice, some one*).

The next day, Wyatt came to school looking flustered and worried, i started walking toward him to ask what was wrong, but he pretended not to see me and walked into the boys bathroom, he seemed to be avoiding me for the whole 1st and 2nd period. at recess i didnt see him and at lunch he saw me but when to the back of the line. then as we were leaving lunch he dropped his card, i picked it up and read it

DONT FORGET

- math club
- meatloaf
- Marcus

I understood everything. At recess he was in math club, at lunch he got meatloaf and was embarrassed about it, meatloaf is nasty. Marcus is the biggest and meanest kid in school and Wyatt wanted to make friends with him! I knew that it wouldn't end well so i went to find Wyatt before he got to Marcus. So after school I went and found Wyatt, standing against the wall near Marcus's classroom he was sweaty and nervous. i grabbed his arm and tried to pull him away but Marcus stepped out of class, he saw us and told his friends something, then they all started walking towards us! we ran, ran towards the bus and got on no one else came in and the bus doors closed and we drove away.

Annotation

Anchor Paper 6

Written Expression

Score Point 2

This response is developed with some narrative elements and is generally appropriate to the task. Although dialogue is not used, descriptive details develop characters' motives and describe scenes (*Wyatt came to school looking flustered and worried, i started walking toward him to ask what was wrong, but he pretended not to to see me and walked into the boys bathroom, he seemed to be avoiding me at recess i didnt see him and at lunch he saw me but when to the back of the line. . . I understood everything. . . . he got meatloaf and was emberrased about Marcus is the biggest and meanest kid in school*). The response also demonstrates some organization. Although pacing is somewhat fast so that events do not always unfold naturally, the use of transitions (*The next day, At recess, So after school*) and the chronological order of events makes the overall sequence easy to follow. The use of some precise and descriptive words creates a somewhat effective style (*flustered, sweaty and nervous*).

Today wyatt put new things on his list. he wanted to try. But he lost the list" where could it be" wyatt said to Sadira. As they started looking they found nothing. It was time for lunch so wyatt and sadira asked all of the kids they new even the new boy that had come last week. When they walked up to him he started to get red. "have you seen a list". said wyatt the boy shook his and walked away ,as he walked a piece of red paper fell out of his pocket. The List. the boy looked sad." Its ok wyatt" said "you were nervous because it had your name on it, all I wanted to do was talk to you". The boy smiled.

Annotation

Anchor Paper 7

Written Expression

Score Point 1

This response is minimally developed with few narrative elements. Dialogue is used and descriptive details help to describe characters' feelings (*When they walked up to him he started to get red, the boy looked sad*). Minimal use of transitions create limited organization (*It was time for lunch*). Sentence structure, type, and length are somewhat varied (*As they started looking they found nothing. It was time for lunch so wyatt and sadira asked all of the kids they new even the new boy that had come last week*), but word choice is repetitious and lacking in specificity (*the boy*). Consequently, the response demonstrates a minimally effective style overall.

The next day Wyatt decided to show me his list, it read:

1. Share the list with someone
2. Cherry Moira
3. Befriend Sadria

Sure enough, he did all of those things, at lunch, the lunch lady was serving Cherry Moira, and of course, Wyatt took one. Once we had gotten our food, we sat at the same table and talked about school and stuff like that. After the day was over I could confidently say that he had completed his list.

Annotation

Anchor Paper 8

Written Expression

Score Point 1

This response is minimally developed and uses few narrative elements. With very few descriptions of events, sequencing is fast-paced and limited (*at lunch, the lunch lady was aerving Cherry Moira, and of course, Wyatt took one. Once we had gotten our food, we sat at the same table*). Vague word choice and similarly constructed sentences create a style with limited effectiveness (*talked about schnool and stuff like that*).

Claim:I think that if Wyatt adds three more things to the list the same thing will happen that just happened the girl will get all shaken up but then she will find out what was happening and everything will be OK.

Evidence:In paragraph 34 she finds out what happened and she is not all shake up know and in paragraph 37 she finds out that her mom wants her to try three new things every day.

Reasoning:If Wyatt tells the girl next time she would have not gone throw all this trouble.

Annotation

Anchor Paper 9

Written Expression

Score Point 0

Rather than a narrative, the writer attempts to provide an analysis of what would happen if Wyatt were to try three new things the next day (*Claim: I think that if Wyatt adds three more things to the list the same thing will happen that just happened*). While there is an attempt at organization, the response is inappropriate to the task.

I think he will put different things on there and he will loose it but his mother want him to try to eat three new thing every day and wen he loose it Sadira Kiramani will know who its to because he lost it the first time and sadira Kiramani will probably see his name on it again so he will know who it go to this time and the next day he will try something new again and every day he will have a different thing o the list and probably loose it again everyday the paper that his mom gave him so that he can try it every single day now

Annotation

Anchor Paper 10

Written Expression

Score Point 0

This response is inappropriate to the task. Instead of a narrative, the writer attempts to explain what could happen in the following days. There is an attempt to provide details about the characters, but the information is confusing, lacking any organization or coherence (**wen he loose it Sadira Kiramani will know who its to because he lost it the first time and sadira Kiramani will probably see his name on it again so he will know who it go to**).

Practice Set
P101 - P105

No Annotations Included

The next day Wyatt tries to make new friends, try a new food, and draw a picture. But the paper falls out of his pocket and somebody else picks it up. So that person tries the new things and completes them.

At the end of the day, Wyatt finds his card on the ground. The three things have been crossed out. Wyatt says to himself, "I guess somebody else found my card and completed what I wanted to do."

Sadria realizes that there was nothing to be worried about, someone was just supposed to talk to her. Sadria gets off the bus and waves goodbye. A few stops ahead Wyatt gets off too. "Mom I'm home." Wyatt's mother responds with "Hello Wyatt. Did you finish your list?" Wyatt happily explains what he did on his list. He leaves to go to his room to make another list. Wyatt wonders what else he can do. "Maybe I can try to become friends with Sadria." He gets a card out and writes *1. Become friends with Sadria*. He thinks about tasting the peas. "I'll try another type of food." Wyatt writes down *2. Try a new type of food*. He thinks of what else he can do. He thinks of Sadria. Wyatt gets his notepad and writes *3. Learn more about Sadria*. He goes downstairs, eats dinner, shows his mom the card, sticks the card on the fridge, then goes back upstairs. Wyatt turns off the lights and goes to bed. The next morning he wakes up, gets dressed, eats breakfast and heads off to school.

Wyatt goes on the bus, looks at his notecard, puts the card in his pocket, and sits in a seat next to Sadria. He looks at Sadia and Sadria look back. "Hi Sadria, can I sit by you?" Sadria says hi back and scoots over. "I was wondering if you want to sit by me at lunch?" Sadria gives a simple nod just as Wyatt screams "I FORGOT MY HOMEWORK." He dashes off the bus and sprints towards home. Sadria notices a little card that says TO-DO. "Whats this?" She reads the card and decides to try to do his list but opposite. The bus stops as Wyatt comes racing back on. "Hey uhm Sadria have you seen my paper?" Sadria says "I have not im sorry. Anyways when we get to school want to play tag together?" Wyatt nods yes excitedly as he tries to remmeber what was on the list. The bus stops and all the kids start racing off and go to the playground. Wyatt and Sadria play tag and then the school bell rings. Everyone heads inside.

Ms. Allison greets everyone with a good morning and takes their homework. "Ok class. Today we will be getting assigned seats." She places groups of twos and Wyatt and Sadria end up together. "Wyatt, thanks for being my friend." Sadria smiles as Wyatt says "Oh uh yeah of course." Sadria looks away and pretends to find the card. "Wyatt somehow i found the card! Here you go." Wyatt takes the card and crosses off number one. "Thanks I wonder how it got here." The lunch bell rings after the class goes over poems. Wyatt goes up to the lunch lady and asks for brussel sprouts. He takes the brussel sprouts to Sadria's table and crosses off number two. He start

talking to Sadria and tell each other what it was like before they moved. Wyatt yells "I DID IT," and crosses off number three. He gives Sadria a hug and thanks then they go to class.

I went to school the next day, relieved that I wouldn't have to be stressing out all day about a stupid list. Before the bell rang for class to start, Wyatt came up to me with his new list for the day.

"Sadira, I need your help finishing my new list for the day. It's going to be so fun!" exclaimed Wyatt. He was much more excited about today's list than yesterday's, which confused me a little.

"Sure, what's on today's list?" I asked.

"First, we break dance, next, we eat brussels sprouts, finally, we catch a butterfly."

Ugh, why did I agree to do this with him?

After the bell rang, Mrs. Allison handed back our tests from yesterday. When I got my test back, I looked at the top of the page to find out that I got a D! This was horrible! I was so worried and concentrated about my name on that list that I completely blanked out. I walked up to Mrs. Allison, explained it all, and asked if I could take a re-test.

"I guess so- But, if you score lower on this test, that is the grade that will count. The re-test will be this afternoon right after lunch and recess," explained Mrs. Allison. "Understood?"

"Understood." I replied.

Great, now I have two things I need to worry about, getting a good grade on the test and completing the list with Wyatt.

It was finally lunch, which meant that it was time to complete number one on the list, eating brussels sprouts. Wyatt and I ordered at the same time, both of us asking for the worst tasting vegetable alive as our side dish. Everyone stared at us like we were loony. I sat down, picked up the sprout, put it by my tongue, and dropped it down my throat.

"Ugh! That is disgusting!" I shrieked. Everyone stared. That was the most disgusting thing I have ever eaten in my life! I watched Wyatt gulp it down while gagging. Now that I got that over with, I just needed to finish two more things on the list, plus I need to study.

I rushed through my lunch then quickly got out my math book. As soon as I did one practice problem, the bell rang for recess. As I went outside, Wyatt ran up behind me, yelling to hurry up so we could go break dance.

When we got the pavilion, I was really just hoping that no one would watch us dance, because I suck at it. Unfortunately, Wyatt has a really big mouth that he can

never just shut, so he stood on top of the slide and yelled out for the whole grade to hear,

"Yo people! Me and Sadira are gonna break dance and we need an audience so c'mon!" I was going to be humiliated. Everyone ran over to the pavilion and sat down like it was an assembly. Someone even had an iPod, so now he had the music to dance. Wyatt got on the floor and started break dancing. He was a natural. Everyone started cheering for him. Then it was my turn. The crowd got quiet, waiting for me to dance as good as Wyatt. So, I got on the floor, and started to dance. I was horrible. Three seconds after I started to dance, I scraped my knee against the floor of the pavilion. It started to bleed, and I started to cry. It was so humiliating. I just got up and ran inside the school to the nurse.

As I got all bandaged up, Wyatt came inside to ask if I was okay, then gave me a butterfly.

"I'm sorry I got a huge crowd to watch us. I thought it would be fun to have an audience. And I'm also sorry that I pushed you into doing this list with me. It was supposed to be only me trying to do new things, but I thought it would be fun doing it with a friend." Wyatt told me. That was one of the sweetest apologies I have ever gotten.

"Thank you," I replied. Now that I had gotten the list over with, I got some free time to study quietly in the nurse's office for the rest of the time. After recess was over, I zoomed through the test. Now that I was concentrated, it was so easy!

The rest of the day, I was nerve free and happy, and right before I got on the bus, Mrs. Allison handed me my test. I got an A!

I quickly went up to Wyatt and said,

"What's on tomorrow's list?"

The next day I felt good because maybe I found a friend. Maybe something good will happen. I got on the bus and put my ear buds in wondering what might happen at school. I got of the bus and opened the doors of the school. I walked to locker number 46 and started to put in my combination that I'm just starting to remember. I ran to homeroom becasue I thought I was a little late. I looked to my right and I see Wyatt sitting there. When he looked at me I turned my head quickly. I started to look at him from the corner of my eye. The bell rang and I went to science class. It wasn't really different because all we did was a word search because it was Friday. I went to luncha and Wyatt was the first person I saw. I looked at him and smiled. He was sitting with all his friends at the cool kids table. He looked at me and waved with a smile. He wanted me to sit with him and his friends so i went over to say hello. There was a spot open just for me. So I sat down and started talking away. That list wasn't so bad after all.

After reading the passage, "The List" by Terri Cline, There is absolutely no thought or care in what Wyatt might do for a goal the next day due to not actually knowing about Wyatt specifically.

First of all, Wyatt is not mentioned as a first person character in the passage which also means that there is no way of knowing about Wyatt, plus his struggles, opinion, and plans for what he is going to do to make another three list goal sheet.

In conclusion, there is yet and will not be any care in Wyatt's first person thoughts once so ever.

Practice Set

(Order of Scores: Written Expression, Conventions)

Paper	Score
P101	1,1
P102	3,2
P103	4,3
P104	2,2
P105	0,1