GRADE 6: Performance Task
Narrative Task
Unit 4

Title: *A Wrinkle in Time*

Task Focus

Students will continue to use close reading focusing on theme in this narrative excerpt from *A Wrinkle in Time* by Madeleine L’Engle. Students will identify a theme from the excerpt and using what PARCC calls a Prose Constructed Response (PCR), students will continue the narrative using the same theme.

The student should answer the five scaffolding questions before the student writes the PRC. The questions ask about vocabulary in the story and the evidence for the meaning of the word, as well as looking at the suspenseful language in the story.

Performance Task

Elements of a story, like the use of precise words, in this excerpt from *A Wrinkle in Time* add to the atmosphere of the story. Use dialogue, pacing, and description to continue this narrative from where it ends, i.e., “But suppose the tramp does come?” Write at least three paragraphs being sure to continue with a similar theme to one developed in this excerpt.

Reading Standards

- RL.6.1. Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Writing Standards

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide a conclusion that follows from the narrated experiences or events.

Language Standards

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

Materials Needed: A copy of this excerpt from A Wrinkle in Time by Madeleine L’Engle can be obtained from RDA Assessment.

Rubric: The Expanded Scoring Rubric for the analytical writing task can be found on AIMS <aims.schoolnet.com> under Assessments and Resources in the Overview for the Units of Study. The same rubric is used for all tasks.

Points: 23 (16 points for the writing rubric, 1 point for each of the four multiple choice items, and 3 points for the constructed response item, i.e., 1 point for each two responses given. This point total for the rubric was revised on 8/25/13 when PARCC recently announced that the Reading criterion of the rubric would not be used for the narrative task.)

Scaffolding Questions (The intent of these five questions is that they are answered before the PCR is written). Asterisk indicates the correct answer.

1. What is another name for Margaret who is introduced in the first paragraph?
   a. Sandy
   b. Meg *
   c. Mother
   d. Dennys
2. What is the best meaning of “wraithlike” in the first paragraph?

a. ghostly *
b. amusing
c. lonely
d. scared

3. Which phrase in the first paragraph story gives the best evidence for what “wraithlike” means?

a. “… watched the trees tossing....”
b. “... lashing of the wind.”
c. “Behind the trees clouds scudded frantically....”
d. “...shadows that raced across the ground.” *

4. What piece of evidence in the story does the best job of setting the tone caused by the pressure on Meg for her to be different?

a. “Her shivering grew uncontrollable.”
b. “Just be glad you are a kitten and not a monster like me.”
c. “Why must everything happen to me?”*
d. “Everybody was asleep. Everybody except Meg.”

5. Make a list of 6 suspenseful phrases or sentences that create an atmosphere for theme in the story. Some acceptable answers are listed below:

| “IT WAS A DARK AND STORMY NIGHT.” | “…the roof might be blown right off the house....” |
| “...trees tossing....” | “...she tossed out into the wild night sky....” |
| “...wraithlike shadows....” | “Her shivering grew uncontrollable.” |
| “The house shook.” | “…to see better in the dark.” |
| “The window rattled....” | “…her mouse-brown hair... stood wildly on end....” |
| “When your father gets back-” | “…let out a sigh almost as noisy as the wind.” |
| “…had been hurricane warnings.” | “…she’d heard about a tramp....” |
| “...leave her up in the attic in the rickety brass bed....” | “…the shadows of the main attic....” |
| “…avoiding the creaking seventh step.” | “But suppose the tramp does come?” |
Directions: Do these five questions independently before responding to the narrative performance task on the excerpt from Madeleine L’Engle’s *A Wrinkle in Time*.

1. What is another name for Margaret who is introduced in the first paragraph?
   a. Sandy
   b. Meg
   c. Mother
   d. Dennys

2. What is the best meaning of “wraithlike” in the first paragraph?
   a. ghostly
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   a. “Her shivering grew uncontrollable.”
   b. “Just be glad you are a kitten and not a monster like me.”
   c. “Why must everything happen to me?”
   d. “Everybody was asleep. Everybody except Meg.”
5. In the space below, make a list of 6 suspenseful phrases or sentences that create an atmosphere for theme in the story.

**Performance Task**

Elements of a story, like the use of precise words, in this excerpt from *A Wrinkle in Time* add to the atmosphere of the story. Use dialogue, pacing, and description to continue this narrative from where it ends, i.e., “But suppose the tramp *does* come?”

Write at least three paragraphs being sure to continue with the same theme to one developed in this excerpt.

*(Use a blank sheet of paper to write the extension to the narrative.)*