Hold the Line

Read a model narrative, then write your own scene.

6.3.W.1 "Students will compose narratives reflecting real or imagined experiences that: • include plots involving characters resolving conflicts • unfold in chronological sequence • include a narrator, precise language, sensory details..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the event that causes the problem, circle the actions that solve it, and number those actions in the order they happen.

The Red Kite

1. "Hold steady," Mara called as our red kite tugged against the string. The field smelled of wet grass, but the sky had finally cleared after a morning of rain. I ran backward, watching the kite climb above the soccer goal. Then a sudden gust pulled the spool from my hand. The kite dipped, skated over the ground, and snagged on the sharp corner of the fence. When Mara reached it, a narrow tear split the sail. She stared at me. "You said you could hold it," she whispered.

2. My cheeks burned. I wanted to blame the gust, but I had let go. The kite rattled against the fence. "I'm sorry," I said. Mara gently lifted the torn plastic sail free. "We can fix a small tear," she said, though her voice shook. From my backpack, I took the roll of clear tape we had used to label our water bottles. We dried the sail with my clean sweatshirt, then pressed a strip of tape over each side of the tear.

3. The patch looked like a shiny scar, but the sail held when Mara gave it a gentle tug. I took the spool. "You launch it. I'll hold the line," I said. Together we walked to the center of the field, away from the fence. Mara tossed the kite upward, and I ran until the string pulled tight. Up it went. The patch flashed in the sunlight, and Mara laughed. "Hold steady," she called. This time, my hands stayed on the spool as the kite climbed.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the narrator cause the kite's problem, and what does the narrator do to take responsibility?

2. What two repair steps happen before Mara launches the kite? Why does their order matter?

3. Choose one sensory detail and one line of dialogue. How does each help you understand the problem?

4. The words "Hold steady" appear near the beginning and end. What changes between those moments?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 110 words about a different problem you and another person solve. Tell events in order using "I," include dialogue and a sensory detail, vary your sentence lengths, and repeat a short phrase at the start and end so its meaning changes.

ANSWER KEY

Hold the Line

GRADE 6 · 6.3.W.1

PART 1 · READ AND MARK

Underline the event that causes the problem, circle the actions that solve it, and number those actions in the order they happen. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the narrator cause the kite's problem, and what does the narrator do to take responsibility?	**The narrator lets go of the spool, and the kite tears on the fence. The narrator apologizes and helps repair it.**
2	What two repair steps happen before Mara launches the kite? Why does their order matter?	**They dry the sail, then tape both sides of the tear. Drying the plastic first helps the tape stick.**
3	Choose one sensory detail and one line of dialogue. How does each help you understand the problem?	**The kite rattling against the fence makes its trouble easy to picture. Mara's whispered "You said you could hold it" shows that she is upset with the narrator.**
4	The words "Hold steady" appear near the beginning and end. What changes between those moments?	**At first, Mara warns the narrator to keep hold of the spool, but the narrator loses it. At the end, the repaired kite flies while the narrator keeps hold.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

"One more try," Lila said as our cardboard tower leaned over the desk. We needed it for the class play, but the tape kept peeling away from the dusty boxes. It toppled with a hollow thump. "Let's build a wide base," I said. We wiped the cardboard, folded two boxes flat, and taped them across the bottom. Then we added the smaller boxes, one at a time. The tower stood straight when Lila gently touched it. She reached for another box. "One more try," I said, this time eager to make it taller.

Accept other passage details when students explain how they reveal the conflict. For Part 3, look for a chronological problem and solution, first-person narration, dialogue, a sensory detail, sentence variety, and a repeated phrase whose meaning shifts.