

The Part Beside the Solo

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G6R02-N1 · Teaching/practice

Read or listen to the whole story. Keep it available while answering on the following page.

When the music group assigned parts for its short performance, Leena asked for the opening solo. The teacher gave it to Ellis and offered Leena the repeating drum part. “I’ll wait for a solo,” Leena said. She left the drumsticks on the chair and watched the others rehearse.

At the next rehearsal, Ellis was absent. Leena played the opening melody on the keyboard. After a few minutes, the other players lost their place. Leena stopped and looked at the empty drum chair. “Can someone keep the beat while I start again?” she asked. No one knew the drum part yet. The group ended that rehearsal without playing the whole piece.

On Monday, Ellis returned and took the keyboard seat. Leena picked up the drumsticks. “I’ll try this part while you start,” she said. She counted slowly before the group began. When a player lost their place, Leena repeated the beat while they found the next line. She then marked a difficult section in her own music and practiced it twice.

The performance was moved to the hall, and the group shortened its piece. Leena helped choose where to stop, then kept the drum part in the shorter version. “I’d still like a solo another time,” she told Ellis as she put the sticks away. At the following rehearsal, she went to the drum chair and began practicing before anyone assigned parts.

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Explain your evidence

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Explain how the character changes across this story. Include one accurate early word or action and at least one accurate later word or action. Explain what the comparison suggests about the character's choices or actions, distinguish that change from a change in circumstances, and state one reasonable limit on what the story establishes. Quote or paraphrase precisely. Use only the story; a permanent trait or a private motive needs evidence the story may not provide. Then name a second later detail that supports or limits your explanation. Explain how it affects the strength of your claim.

Name / local identifier: _____ Date: _____

Response (or use this space to plan a spoken response)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

If you need more space, continue on blank paper and keep this task ID.