

Grade 6 -- Narrative

Jumping to Conclusions

“Bart, are you playing a joke on me?” Liz asked her younger brother. She had searched everywhere for her favorite stuffed animal—a teddy bear she had treasured as a small child and which she had decided to donate to a charity collection. Bart sometimes played harmless practical jokes, and Liz wondered if he had hidden the toy.

“No, Liz, I did *not* hide your favorite stuffed animal—I don’t even know which animal is your favorite!” said Bart. “I know I sometimes play jokes on people, but you should not jump to conclusions.”

“I’m sorry, Bart. I know you would tell me if you had the toy,” said Liz. “I just wish that I could find it, because the charity collection is next week.” Liz sat dejectedly on the sofa, petting the family cat, Tiger—aptly named both for its coloring and its stripes.

Just then, Liz and Bart’s older brother Alex entered the room. “Has either of you seen my hockey sweatshirt?” he asked. “I’ve looked everywhere for it. I think I must have loaned it to Frank, and he neglected to return it.”

Frank was Alex’s good friend, and the boys frequently borrowed each other’s things. Frank was notoriously forgetful, so Alex often had to remind him that he had borrowed something. Alex called Frank to inquire whether his hockey sweatshirt was hanging in the closet at Frank’s house. When he ended the call, Alex looked rather surprised.

“Frank reminded me that he had returned my sweatshirt at the hockey game last week,” Alex explained. “He also asked if I would return the hockey stick I borrowed from him.”

“I know Frank is sometimes forgetful,” said Bart, “but you should not jump to conclusions.” Later, Dad was searching for the case for his reading glasses. “I know it was on the table next to me when I was reading the newspaper after dinner,” he said. “Did you move it when you were tidying up the kitchen?” he asked Alex, whose turn it had been to clear away the dishes that evening.

“Dad, if I had moved your glasses case to clean the table, I would have put it back where you left it,” said Alex. “I’ll help you look for it.”

“I know Alex is a thorough cleaner, Dad, but you should not...” Bart did not finish his sentence. Not only did the missing items remain unrecovered, but several other family belongings mysteriously disappeared over the next few days. Mom was certain she had put her purple sweater on a chair in the living room, but she could not find it when she was ready to go to work. She asked if Liz had borrowed the sweater.

“Mom, I would never borrow something of yours without asking permission,” Liz said. “You’re right, Liz,” Mom said. “I just cannot imagine where my sweater could be. I’ve looked everywhere!”

Bart was intrigued by the mystery of the missing items. He could not explain what was going on, but he did not believe it was a coincidence that so many things had disappeared in a short time. He was annoyed when he couldn’t find his batting glove, which was always kept on a shelf in his room. With baseball tryouts just a few days away, Bart undertook an exhaustive search. In the back of the hall closet, Bart found his missing batting glove—and Liz’s teddy bear, Alex’s sweatshirt, Dad’s glasses case, and Mom’s purple sweater!

Bart summoned his family members and showed them the evidence. Although they were happy to have found their missing items, they wanted an explanation of how all these items could have turned up in the same place. Someone had to have put them there, and Bart was determined to find out who it was. He remembered the mini camcorder that his friend Tony had shown him. Tony, who planned to be a private investigator, had explained that it could be used to record everything that happened in a particular area. Tony pointed out that the camcorder's miniature size made it easy to set up.

Bart borrowed the camcorder that evening and situated it so that it would keep a constant watch over the closet door in the hall. The next morning, Bart eagerly reviewed the recording to see if anything had taken place overnight. To his astonishment, his plan had worked. Bart joined his family at the breakfast table and triumphantly showed what the mini camcorder had recorded. Everyone gasped and then laughed. The images revealed the identity of the joker—Tiger, the cat—dragging the teddy bear back into the closet.

"It looks like you were right, Bart," said Dad. "We should not jump to conclusions!" said everyone together.

- 1) Which word best describes Bart? (LA 6.1.6.b)
 - a) curious
 - b) forgetful
 - c) suspicious
 - d) thoughtful

- 2) What character did Dad jump to conclusions about? (LA 6.1.6.b)
 - a) Alex
 - b) Bart
 - c) Frank
 - d) Liz

- 3) How does Bart solve the mystery of the missing items? (LA 6.1.6.b)
 - a) Mom tells Bart.
 - b) Liz tells Bart.
 - c) Bart views the video.
 - d) Bart follows Tiger to the closet.

- 4) What word is a synonym for the word **exhaustive**? (LA 6.1.5.c)
 - a) extensive
 - b) partial
 - c) tiring
 - d) uncomplicated

- 5) Which item did dad lose? (LA 6.1.6.k)
 - a) batting glove
 - b) glasses case
 - c) purple sweater
 - d) hockey sweatshirt

- 6) Who is Alex? (LA 6.1.6.k)
 - a) Liz's friend
 - b) Bart's friend
 - c) Liz and Bart's dad
 - d) Liz and Bart's older brother

7) Why does Liz think her brother hid her teddy bear? (LA 6.1.6.k)

- a) He often stole her things.
- b) He was jealous of her toys.
- c) He liked to play practical jokes.
- d) He wanted the teddy bear for himself.

8) What does "jumping to conclusions" mean? (LA 6.1.5.d)

- a) to think carefully and then make a decision
- b) to change your mind after learning something new
- c) to jump to the end of the story without reading all of it
- d) to decide something without considering all of the facts

C4L Reading - Item Writing Tally Sheet

Grade 6-Narrative

Enter Passage Name Here: Jumping to Conclusions

Gr6 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 6.1.5.a <i>Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
LA 6.1.5.c <i>Select and apply knowledge of context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures</i>	2		1		1
LA 6.1.5.d <i>Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)</i>	2				1
Gr6 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 6.1.6.a <i>Explain how author's purpose and perspective affect the meaning and reliability of the text</i>	2, 3				
LA 6.1.6.b <i>Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)</i>	1, 2, 3	2	1		3
LA 6.1.6.c <i>Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme</i>	2				
LA 6.1.6.d <i>Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				
LA 6.1.6.g <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2				

<p>LA 6.1.6.h <i>Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)</i></p>	2				
<p>LA 5.1.6.k <i>Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources</i></p>	1, 2, 3	3			3