

Grade 6 -- Narrative

Oversleeping

So Jake spread his arms, leaped skyward from the sidewalk, and began to fly, rocketing up over the neighborhood. Suddenly he heard the distant voice of his father calling, as if from another universe, and Jake pried open sleep-heavy eyes...

“Get up, pal,” said Jake’s father, “or you’ll miss the school bus.”

“Just let me sleep a little longer,” Jake mumbled. Then he groaned and turned over, pulling the covers up over his head like a tent, as if to somehow recapture his dream. Jake loved to sleep. It wasn’t that he was lazy or lacked energy. Jake was a normal fourteen-year-old kid in every way. But he loved to curl up under a soft white cloud of sheets, rest his head on a marshmallow pillow, and luxuriate in the twilight world of slumber where life is exciting and dreams always come true. *So Jake was sitting at a table at Chez Maurice’s in Hollywood, having lunch with his buddy, Tom Cruise. Tom was offering Jake a role in his next movie when...*

“Get up,” said Jake’s father, gently shaking his son’s shoulders. Jake yawned and lugged his legs over the side of the mattress, where he sat for a few moments to reconcile himself with the shocking reality of upright existence. Then he dragged himself into the shower, where he briefly dreamed of tropical rain forests, and shuffled downstairs to breakfast.

“Jake’s going to sleep his life away!” teased Taylor, his nine-year-old sister, as she sat at the table, kicking her dangling legs excitedly as if to show by comparison how wide awake she was.

“He’s just a growing boy,” said Jake’s father, washing dishes at the kitchen sink. “Right?” Jake nodded sleepily and finished his breakfast. Then he trudged out the front door with Taylor, still half-sleepwalking, and they waited on the curb for their own school buses, as usual.

At school, finally fully awake, Jake cycled through the pleasant routine of another typical day. He greeted his buddy Benjamin at the locker they shared. They discussed hockey games and books. Then there was science with Mr. Albert, math with Ms. Freed, and lunch with Benjamin, who always told great jokes. After school there was homework, dinner with his dad and Taylor, maybe a little TV, and then off to dreamland. And so went week after week after month after month.

So Jake swung the bat, sending the ball out of Dodger stadium and into the Baseball Hall of Fame...

“Come on, get up,” giggled Taylor, holding a ringing alarm clock only inches from her brother’s face. “You’ll be late for school!” Jake shook his head in disbelief and ducked under the covers.

Moments later Jake awakened to an empty, quiet room. He noted with puzzlement that all the buttons on his pajama top had popped off in the night. Then he pulled himself from bed and padded sleepily to the shower. The bathroom mirror reflected a face that was oddly unfamiliar—one with heavier eyebrows and new creases in its brow. Jake rubbed a hand over his face and felt the unexpected sandpaper abrasion of whiskers. Mystified and dazed, he staggered downstairs to the kitchen, where he was shocked to discover a teenaged Taylor sitting at the breakfast table beside his father, who was grayer and heavier.

“So you finally woke up,” commented Jake’s father, casually sipping his coffee. “We thought you’d sleep forever.”

“You certainly overslept!” added Taylor in a surprisingly mature voice.

Jake shook his head as if to disperse the fog of dreams. “What are you talking about?” “You’ve been asleep for four years,” Jake’s father replied calmly. “Better get dressed, or you’ll be late for your last day of school.” This statement set Jake’s mind reeling. His last day of school? Had he really slept so long? Was he now *eighteen* years old?

Lost in a whirl of confusion, Jake went to his room to dress for school and discovered that none of his clothes fit him. He borrowed a shirt, pants, and shoes from his father—and they made him look and feel even older.

Taylor led zombie-like Jake out the front door to the curb. Boarding his bus, Jake stared in bewilderment at the aged faces of his friends. “Hey, it’s Jake!” shouted someone from the back of the bus. “He’s back!” One by one, his schoolmates began to recognize him.

“Buddy, you sure look older!” said someone sitting near where Jake stood. Jake looked down to discover his friend Benjamin smiling heartily and looking startlingly like his older brother. Jake sat beside Benjamin, who eagerly told what had happened during Jake’s years of slumber—how Mr. Albert had retired from teaching science, and how Ms. Freed had married. Benjamin spoke excitedly of hockey games won and lost; of books read and remembered; of school plays, classes, pep rallies, and car washes. They were small, ordinary events, but to Jake they seemed extraordinary because they had happened without him. He had missed grades nine through twelve. And now there would be no more school days with Benjamin, his teachers, or his other friends. Jake had slept them all away.

“Come on, buddy, get up,” called Jake’s father. Jake pried open leaden eyelids to see his father standing at the foot of his bed, looking younger and leaner. Beside him was a nine-year-old Taylor, seemingly more girlish and bubbly than ever before.

“Come on, sleepyhead!” she giggled. Her laughter seemed as bright as the yellow sunshine splashing about the room. “You don’t want to miss school, do you?”

Jake beamed and looked at his family. “No, I wouldn’t want to do that,” he said as he threw back the covers and leaped out of bed.

1) What is the purpose for using italicized paragraphs in this story? (LA 6.1.6.g)

- a) to show how to use a variety of print
- b) to show a change of setting in the story
- c) to show when a dream is occurring
- d) to show a change of characters in the story

2) What is the literary genre of this story? (LA 6.1.6.h)

- a) biography
- b) mythology
- c) realistic fiction
- d) science fiction

3) How old is Jake at the end of this story? (LA 6.1.6.k)

- a) 13
- b) 14
- c) 17
- d) 18

- 4) What might Jake do in the future when the alarm rings? (LA 6.1.6.k)
- a) lie in bed and day dream
 - b) wake up and call a friend
 - c) roll over and go back to sleep
 - d) wake up and get ready for school
- 5) What is the meaning of the word **beamed** in the last paragraph? (LA 6.1.5.c)
- a) to shine a light
 - b) to smile widely
 - c) to hit something hard
 - d) to move around
- 6) In paragraph 8, what is the meaning of **trudged**? (LA 6.1.5.c)
- a) ran quickly
 - b) walked heavily
 - c) jogged leisurely
 - d) skipped hurriedly
- 7) In this story, Jake learns that it is better to live and experience life than to just dream about it. Which story element is demonstrated? (LA 6.1.6.b)
- a) plot
 - b) theme
 - c) setting
 - d) main idea
- 8) How does the prefix "un" mean in the word **unexpected**? (LA 6.1.5.a)
- a) again
 - b) doubled
 - c) not
 - d) past
- 9) In paragraph 16, "Lost in a whirl of confusion", is an example of what literary device? (LA 6.1.6.d)
- a) alliteration
 - b) imagery
 - c) onomatopoeia
 - d) simile
- 10) Which statement describes how Jake feels about oversleeping at the end of the story? (LA 6.1.6.e)
- a) Jake doesn't care about oversleeping.
 - b) Jake doesn't like to be bothered when he's sleeping.
 - c) Jake doesn't like going to school, so he oversleeps to avoid it.
 - d) Jake doesn't want to oversleep for fear of missing high school activities.

C4L Reading - Item Writing Tally Sheet

Grade 6-Narrative

Enter Passage Name Here: Oversleeping

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	1			1
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		2
LA 6.1.5.d <i>Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)</i>	2				
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		1		1
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		1		1
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		1		1

<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		1		1
<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		2		2