Robot Rescue

Study how a narrator builds tension, sequence, and resolution.

CCSS.ELA-Literacy.W.6.3 "Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three descriptive details, circle time or order clues, and number the five major events in sequence to see how the narrative moves from problem to resolution.

The Missing Bolt

1. On Saturday morning, I carried my robot project to the school gym for the district showcase. Its cardboard arms bobbed inside a blue plastic bin, and one loose wheel clicked against the side. At the entrance, Mr. Chen pointed me toward table 18. I set the bin down, lifted the robot out, and froze. The silver bolt that held its left arm in place was gone. Without it, the arm drooped like a wet noodle.

2. I searched the bin, my backpack, and the gym floor, but the crowd's shoes swept past like waves. My hands felt slippery as I checked each pocket again. Then I heard a tiny rattle beneath the display curtain. I dropped to my knees and pulled back the heavy fabric. The bolt glinted beside a crushed popcorn kernel. When I reached for it, a rolling cart bumped the table, and the robot tipped toward the edge.

3. I caught the robot with one hand and grabbed the bolt with the other. For a moment, the gym seemed silent except for the squeak of the cart wheels. Mr. Chen hurried over with a small screwdriver from his tool kit. While he steadied the robot, I tightened the bolt until the arm stood straight. A minute later, the judge stopped at my table. When I pressed the green button, both cardboard arms waved, and a relieved laugh burst out of me.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the first paragraph establish both the setting and the narrator's problem? Use one detail for each.

2. Put these events in order from 1 to 4: the narrator hears a rattle, the robot tips toward the edge, the narrator finds the bolt, the narrator pulls back the curtain.

3. What does the comparison "the crowd's shoes swept past like waves" suggest about the narrator's search?

4. What problem does the narrator solve in the final paragraph, and what detail shows the narrator's response to the solution?

3 YOUR TURN

Your own words

Write one narrative paragraph of 120 to 150 words about solving a problem during a school event. Include a clear problem, at least four events in order, two sensory details, one line of dialogue, and an ending that shows how you feel.

ANSWER KEY

Robot Rescue

GRADE 6 · W.6.3

PART 1 · READ AND MARK

Underline three descriptive details, circle time or order clues, and number the five major events in sequence to see how the narrative moves from problem to resolution. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph establish both the setting and the narrator's problem? Use one detail for each.	**The setting is the school gym during a district showcase. The problem is that the silver bolt is missing, so the robot's left arm droops.**
2	Put these events in order from 1 to 4: the narrator hears a rattle, the robot tips toward the edge, the narrator finds the bolt, the narrator pulls back the curtain.	**1. The narrator hears a rattle. 2. The narrator pulls back the curtain. 3. The narrator finds the bolt. 4. The robot tips toward the edge.**
3	What does the comparison "the crowd's shoes swept past like waves" suggest about the narrator's search?	**It suggests that the busy crowd made the search feel difficult and overwhelming.**
4	What problem does the narrator solve in the final paragraph, and what detail shows the narrator's response to the solution?	**The narrator repairs the robot's loose arm by tightening the bolt. A relieved laugh shows the narrator's response.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On the morning of the school garden sale, I carried a tray of seedlings outside and saw that the labels had blown away. The wind snapped the paper banner above the tables, and damp soil coated my fingers. First, I searched under the benches, but I found only a torn label that said “to.” “We need these plants named,” Maya said, watching customers enter the gate. Next, I checked my planning notebook and sketched new labels with a marker. Then Maya taped each one to a stick while I matched the leaves to my notes. Just as the first customer reached our table, we pushed the last label into the dirt. The basil smelled sharp and fresh. When the customer chose two pots, I smiled, knowing our garden display was ready.

Accept equivalent descriptions of the setting, event order, tension, and resolution when supported by the passage. For the writing task, accept varied school-event problems if the response meets the length and includes a sequenced plot, sensory details, dialogue, and an ending.