Room on the Shelf

Read a story through more than one perspective.

6.RL.10 "By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail that shows why the narrator wants the display and one that shows why Samira wants it. Circle a sentence that shows how the narrator's thinking changes.

Six Places on the Shelf

1 On Saturday, the library finally reopened after a leaky roof had closed it for a month. I carried a stack of graphic novels to the front display, already imagining my brother Leo stopping there instead of waiting by the door. Then Samira set down three thin books beside mine. Each held a story in Somali and English. “Could these go up front?” she asked. “My grandmother has never found a book here that she can read with me.” The display held only six books, and I had brought six.

2 I wanted to say that Leo needed those bright covers. Last year, he had told me books were only for people who read fast, and the pictures helped him keep trying. Instead, I said, “These were my plan.” Samira ran a finger along one book's spine. “I thought about putting them on a high shelf,” she said, “but Grandma's knees make the stairs hard.” I glanced toward the low front display. From there, she could reach a book without asking anyone. I had noticed the space, but not what it meant.

3 We each slid three books onto the display. The colorful covers faced outward, while the Somali titles sat at a height Samira's grandmother could reach. When Leo arrived, he picked up a graphic novel, then paused over a drawing on one of Samira's books. “What's this story about?” he asked. Samira began to explain, and I stayed to listen. I had come to make a place for my brother. Watching them lean over the same page, I understood that a small shelf could make room for more than one kind of reader.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the narrator want graphic novels on the front display? Use a detail from the story.

2. Why does Samira want the books on the low front display instead of a high shelf?

3. What does the narrator realize after Samira explains her choice of shelf?

4. How does Leo's visit change what the narrator thinks the display can do? Use a detail from the ending.

3 YOUR TURN

Your own words

Write four sentences from Leo's point of view about his library visit. Include two details from the story, and show why he might become curious about a book he did not come to find.

ANSWER KEY

Room on the Shelf

GRADE 6 · 6.RL.10

PART 1 · READ AND MARK

Underline one detail that shows why the narrator wants the display and one that shows why Samira wants it. Circle a sentence that shows how the narrator's thinking changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the narrator want graphic novels on the front display? Use a detail from the story.	**The narrator hopes the graphic novels will draw Leo in because their pictures help him keep reading.**
2	Why does Samira want the books on the low front display instead of a high shelf?	**Samira wants her grandmother to find books they can read together and reach one without using the stairs or asking for help.**
3	What does the narrator realize after Samira explains her choice of shelf?	**The narrator realizes that the display's location matters because Samira's grandmother can reach it easily.**
4	How does Leo's visit change what the narrator thinks the display can do? Use a detail from the ending.	**The narrator sees that the display can welcome more than one kind of reader. Leo chooses a graphic novel but also becomes curious about one of Samira's books.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I came to the library expecting to wait by the door, but I saw graphic novels on the front display. Their pictures helped me want to keep reading, so I picked one up. Then a drawing on a book with a Somali title caught my eye, and I asked Samira about its story. I had thought books were only for fast readers, but now I wanted to hear about a story that was new to me.

Accept different inferences when students support them with passage details. For Part 3, look for four sentences in Leo's voice, at least two accurate story details, and a plausible reason for his curiosity.