6th grade ELA lessons

1)Continue reading stories in reading workbook.
2)Answer questions from packet.
3)You may refer to pages in your book for more information about skills.
4)Email me at mlemoine@redrivercharter.org for questions

Name:	Date:

TEXT QUESTIONS

The Importance of Imagination

Esha Chhabra

DIRECTIONS: Respond to these questions. Cite textual evidence to support your responses.

1. **Interpret** Why does the author compare the assumption that Asians are naturally talented in engineering or mathematics to a "nagging tail"?

2. **Analyze** Which details from the text show that the author's parents encouraged her to be creative and to use her imagination?

3. **Make Inferences** Why does the author draws a contrast between the type of thinking required for math and engineering, and the thinking required for writing, language, and social sciences?

4. (a) **Speculate** Why do you think people tend to think of creativity as something for children, not adults? (b) **Make a Judgment** Do you agree with the author that it does not have to be this way? Why or why not?

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Name:	Date:

CONVENTIONS **PRONOUN-ANTECEDENT AGREEMENT**

The Importance of Imagination

Esha Chhabra

A **pronoun** takes the place of a noun. The noun that is replaced by the pronoun is called the **antecedent.**

A pronoun and its antecedent must agree in number. Use a singular pronoun with a singular antecedent. Use a plural pronoun with a plural antecedent.

Sometimes the antecedent is not a noun but an **indefinite pronoun,** such as *anyone.* These indefinite pronouns are always singular: *everything, each, everyone, one, someone, something,* and *nothing.* These indefinite pronouns are always plural: *both, few, many, others,* and *several.*

A. DIRECTIONS: On the line in each sentence, write a pronoun that agrees with its antecedent. Then, underline the antecedent.

1. Imagination could be considered a child's profession because _____ comes naturally to us.
2. Esha Chhabra's mother still chuckles at _____ drawings.
3. Imaginations can be contagious because _____ can inspire other people.
4. She read Shel Silverstein's poems; it turns out that _____ are just as good when you read them as an adult.

B. DIRECTIONS: Some of the following sentences contain errors in pronoun-antecedent agreement. Cross out each incorrect pronoun and write the correct form on the line provided. If a sentence is already correct, write *correct.*

1. _____ Esha Chhabra wanted to be a professional doodler and their parents encouraged that dream.
2. _____ A math student can use algorithms to help him be innovative.
3. _____ A child should be encouraged to expand their creativity.
4. _____ Reading poetry can cultivate our imagination because it provides a new way of looking at the world.

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Name:	Date:

CONCEPT VOCABULARY AND WORD STUDY

The Importance of Imagination

Esha Chhabra

WORD LIST

parameters	template	model

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. Would setting *parameters* for a debate amongst student body candidates be a good thing? Why or why not? _____
2. Oliver gave a campaign speech that became a *model* for other students campaigning to become class president. True or False: Other students ignored Oliver's speech. _____
3. If your teacher provided you with a *template* for an essay, how would you expect to use the template? _____

B. WORD STUDY: The Greek prefix *para-*, which means "beside" or "alongside," contributes to the meaning of many English words. For example, in the word paragraph, writing (*graph*) is beside other writing in one block or unit. Below, use your knowledge of the meaning of *para-* to determine the meaning of each word. Use a dictionary if necessary.

1. paraphrase: _____
2. parasite: _____
3. paralysis: _____
4. parable: _____
5. paramedical: _____

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Name:	Date:

The Importance of Imagination

Esha Chhabra

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. **(a) Explain what the text says explicitly.**
   Explain what the author of "The Importance of Imagination," Esha Chhabra, tells us about her mother's support for her creativity. Include explicit evidence—details directly stated in the text—to support your response.

   (b) Explain an inference you can draw from the text.
   Based on details in the text, what can you infer, or conclude, about Chhabra's relationship with her mother and how that relationship helps to support Chhabra's imagination? Cite evidence from the text to support your inference.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

2. **(a) Determine a theme or central idea of a text and how it is conveyed through particular details.**
   Explain a central idea of "The Importance of Imagination." Use details from the text to show how that idea is communicated throughout the text.

   (b) Provide a summary of the text distinct from personal opinions or judgments.
   Provide an objective summary of "The Importance of Imagination." Include important ideas, but not your personal opinions or judgments. Remember to include the author and title in your summary.

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RI.6.3 Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples and anecdotes)

3. Describe how the author of "The Importance of Imagination" communicates her life. Explain how she introduces, illustrates, and elaborates on her own character through telling her story.

EXTENDED-RESPONSE ACTIVITY **Author's Influences**

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

4. **Explain the author's point of view in the text.**
   Determine the author's point of view, or position, in the reflective essay "The Importance of Imagination." What does she think about the importance of imagination in adults? Then, explain how the author develops her point of view in the text. In your response, include the influences she discusses as evidence to support your position.

   Use these guidelines in your writing or discussion.
   - Consider the role of creativity and imagination in the author's own life.
   - What, overall, does the author believe about the importance of imagination in adults?
   - Identify the influences the author mentions as being important in forming her ideas about imagination.
   - Describe how the author develops, or builds, her ideas in the text.

TIP FOR WRITTEN RESPONSE
Check your writing for run-on sentences and fragments.

TIP FOR DISCUSSION
Think about the ideas the discussion is about beforehand. Reread the selection in advance if necessary.

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Name:	Date:

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Research to Explore Choose something from the text that interests you and formulate a research question.

TEXT QUESTIONS

from The Wonderful Wizard of Oz

L. Frank Baum

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) List several details from the story that capture the setting. (b) **Analyze** What kind of feeling or mood do these details create?

2. **Contrast** Contrast Aunt Em's and Uncle Henry's personalities with Dorothy's personality.

3. (a) **Connect** How has living on the prairie affected the personalities of Aunt Em and Uncle Henry? (b) **Predict** Will Dorothy turn out the same way as Aunt Em when she gets older? What makes you say that?

4. **Essential Question:** ***Where can imagination lead?*** What have you learned about imagination by reading this story?

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Name:	Date:

COMPREHENSION CHECK

from The Wonderful Wizard of Oz

L. Frank Baum

DIRECTIONS: Complete the following items after you finish your first read.

1. Where does Dorothy live with her Aunt Em and Uncle Henry?

_____

_____

2. What does Uncle Henry say is coming?

_____

_____

3. Where does Aunt Em tell Dorothy to go?

_____

_____

4. What happens to Dorothy once she catches Toto at the start of the cyclone?

_____

_____

5. To confirm your understanding, write a summary of this excerpt from *The Wonderful Wizard of Oz*.

_____

_____

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Name:	Date:

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Research to Explore Choose something from the text that interests you and formulate a research question.

TEXT QUESTIONS

The Shah of Blah

Salman Rushdie

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) List three examples of descriptive language that the author uses to describe the setting of the city of Alifbay. (b) **Analyze** How does the setting of Alifbay affect the events of the story?

_____

_____

2. **Compare and Contrast** Reread the dialogue between Rashid and Haroun in paragraphs 9-17. How does Rashid's perspective contrast with Haroun's?

_____

_____

3. **Connect** Why does Haroun immediately associate the politicians with "villains"? Support your answer with details from the story.

_____

_____

4. (a) **Make Inferences** Why does Haroun blame himself when his father is unable to tell a story onstage? (b) **Cause and Effect** What other factors could be causing Rashid's difficulty?

_____

_____

5. **Essential Question:** ***Where can imagination lead?*** What have you learned about imagination by reading this story?

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Name:	Date:

COMPREHENSION CHECK

The Shah of Blah

Salman Rushdie

DIRECTIONS: Complete the following items after you finish your first read.

1. How many nicknames does Rashid Khalifa have and what are they?

2. What is Mr. Sengupta's job?

3. On what number does Haroun get stuck? Why is he stuck on this number, according to Miss Oneeta?

4. What does Soraya tell Rashid about his brain?

5. To confirm your understanding, write a summary of "The Shah of Blah."

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Name:	Date:

from A Long Way Home

Saroo Brierley

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

1. **(a) Determine the figurative and connotative meanings of words and phrases.** Reread paragraph 15 of the excerpt from *A Long Way Home.* Focus on the following simile, a type of figurative language that compares things using the word *like* or *as*: "all the tracks spilling out of it like the fraying end of a rope." Consider both the denotation, or dictionary definition, and the connotations, or emotional associations, of the adjective *fraying*. Then, explain the meaning of the simile and what it shows about Brierley's plan to follow the tracks back to a specific station.

   (b) Determine the technical meaning of words and phrases. In paragraph 17 of the excerpt from *A Long Way Home,* the author says that the images on his laptop screen appear "pixelated." A *pixel* is one of many tiny dots that make up a computer image. Based on this information and context clues in the paragraph, what is the meaning of the term *pixelated*? What would a pixelated image look like?

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RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **(a) Cite textual evidence to explain what the text says explicitly.**
Reread paragraphs 18 and 19 of the excerpt from *A Long Way Home*. Then, explain what details in these paragraphs reveal about how the author feels about his search and his ability to succeed. Cite explicit evidence from the text to support your response.

(b) Cite textual evidence to explain an inference you can draw from the text.
Based on what the author says in paragraphs 18 and 19 about how he conducted his search, what can you infer about him as a person? Support your inference using both details from the paragraphs and your background knowledge.

RI.6.3 Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples and anecdotes).

3. **(a) Explain how a key individual is introduced in a text.**
Reread paragraphs 22 and 23 of the excerpt from *A Long Way Home*. Then, describe how the author introduces his girlfriend, Lisa. What kinds of details does he include? What do these details suggest about how his relationship with her will affect his search?

(b) Explain how a key idea is elaborated in a text.
Reread paragraph 27 of the excerpt from *A Long Way Home*. Then, describe how the author elaborates on the idea that his search has had both negative and positive effects on his relationship with Lisa. Include at least one negative effect and one positive effect.

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RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

4. **Explain how a paragraph fits into the structure of a text and contributes to the development of ideas.**
   Reread paragraph 37 of the excerpt from *A Long Way Home.* Then, identify key details from the paragraph. Consider what the author finds in this paragraph and what it means for his search. Then, explain how these details reveal a turning point in the text. Also explain how the author's discovery in this paragraph helps develop the idea that patience and persistence will result in success.

EXTENDED-RESPONSE ACTIVITY **Central Idea**

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

5. Provide an objective summary of the excerpt from *A Long Way Home.* Include important ideas, but not your personal opinions or judgments. Also, identify one central idea of the text and explain how the author uses details to develop it over the course of the text.

   Use these guidelines in your writing or discussion.
   - Remember to include the author and title of the text in your summary.
   - Summaries should be objective. Do not include your personal opinions or judgments in your summary.
   - To determine a central idea of the text, ask yourself questions such as: *What is the author's overall message? Why is he telling us about this experience from his life? What can readers learn from the author's experiences?*
   - Identify the most important details the author includes about his central idea. Then, think about why these details are memorable and how they help the author develop his central idea.

TIP FOR WRITTEN RESPONSE
Use complete sentences in your writing. Make sure you have a subject and verb in each sentence.

TIP FOR DISCUSSION
How will you capture your ideas? Consider asking a member of your group to take notes.

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Name:	Date:

Mission Twinpossible

TIME For Kids

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

1. **(a) Analyze how a key individual is introduced and elaborated in a text.**
   Reread paragraphs 2 and 3 of "Mission Twinpossible." Then, explain how Mark Kelly is introduced in paragraph 2. What details does the author choose to include in the first sentence? What details does the author give in the rest of paragraph 2 and in paragraph 3 to elaborate, or expand, on information about Mark Kelly?

   (b) Analyze how a key idea is introduced in a text.
   Reread paragraph 6 of "Mission Twinpossible." Then, explain how the author uses details to introduce the idea that Mark Kelly will play an important role in Scott Kelly's space mission.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **(a) Explain what the text says explicitly.**
   Reread paragraphs 4 and 5 of "Mission Twinpossible." Then, explain what these paragraphs tell the reader about the mission planned for Scott Kelly as well as the physical problems space travel can cause. Cite evidence from the text to support your response.

   (b) Explain an inference you can draw from the text.
   What can you infer from paragraphs 4 and 5 about the risks for astronauts who are in orbit in space for a long time? Support your inference using both details from the paragraphs and your background knowledge.

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RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

3. Reread the "Star Twins" section of "Mission Twinpossible" and consider how this section expands on the ideas in earlier sections of the text. Then, explain how the section fits into the overall structure of the text. Also explain how the section helps develop the idea that the mission will help NASA in the future.

EXTENDED-RESPONSE ACTIVITY Central Idea

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

4. Provide an objective summary of "Mission Twinpossible." Then, identify the central, or main, idea of the text and explain how the author uses details to develop that idea throughout the text.

   Use these guidelines in your writing or discussion.
   - Include the title and source of the text in your summary. Do not include your personal opinions or judgments.
   - Identify a central idea of the text. To do so, consider the main point the author is trying to make. Also consider how details in the text reveal that main idea.
   - Explain how the author uses details to develop the central idea you identified. Include only the most important details from the text. Consider details such as: information necessary to understand the mission, who is involved in the mission, how long the mission will last, NASA's goals for the mission, and activities that will take place during the mission.

TIP FOR WRITTEN RESPONSE
Use text citations that strongly support your ideas.

TIP FOR DISCUSSION
Encourage everyone to contribute to the discussion.

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Name:	Date:

TEXT QUESTIONS

Mission Twinpossible

TIME for Kids

DIRECTIONS Respond to these questions. Use textual evidence to support your responses.

1. **Analyze Causes and Effects** Why would living in space cause brittle bones, changes to the shapes of eyeballs, less efficient blood circulation, and issues with balance?

2. (a) **Draw Conclusions** Why are Mark and Scott Kelly well suited for research into the long-term effects of living in space? (b) **Deduce** If one of them were discovered to have a serious illness, how might that affect the research results?

3. (a) What types of details does the author provide in paragraph 7? (b) **Speculate** Why would the things mentioned in the paragraph 7 be important to have in space?

4. **Speculate** How could the results of the research on the Kelly brothers affect future human missions in space, including the mission to Mars?

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Name:	Date:

ANALYZE CRAFT AND STRUCTURE ▸ **CENTRAL IDEA**

Mission Twinpossible

The **central idea** of an article or story is the main point, or most important idea, that the author wants you to remember. Sometimes the author states the central idea. Other times, the idea is implied, which means it is suggested by the details. When the main idea is implied, the reader makes an **inference**, or a logical conclusion, about the idea by thinking about the details. The reader thinks about what the people in the article or story are doing, how details in the text are connected, and which details are repeated. Then the reader combines this information with what is already known to make an inference about the central idea.

DIRECTIONS: Answer the questions below about specific paragraphs in the article "Mission Twinpossible."

1. Read paragraphs 3 and 4. Who is the article about? What is their relationship? What is their experience? What will one of them do?

2. Summarize the details in paragraph 5.

3. Read paragraphs 6 and 8. What changes does NASA want to compare? Why did they pick the brothers for this experiment?

4. Read your answers above. What do you think is the central idea of the article?

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Name:	Date:

TEXT QUESTIONS

from Tales from the Odyssey

Mary Pope Osborne

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Draw Conclusions** Based on paragraphs 1-14, how did the ancient Greeks view the relationships between gods and humans and their effect on people's lives?

2. (a) **Make Inferences** Why would the lotus flowers be so tempting to Odysseus' men? (b) **Analyze** How does the way the men react to eating the flowers seem to violate important values of Odysseus and his men?

3. **Predict** How do you think the owner of the cave will respond when he finds out what Odysseus and his men have done?

4. **Analyze** Which of Odysseus' personality traits make him a great leader and which qualities get him into trouble? Support your answer with examples from the text.

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Name:	Date:

ANALYZE CRAFT AND STRUCTURE **UNIVERSAL THEME**

from Tales From the Odyssey

Mary Pope Osborne

The **theme** of a work of literature is the message or insight about life that the author wants readers to understand. A **universal theme** is a theme that is expressed in literature and art across cultures and centuries. Readers today can relate to stories from thousands of years ago because the themes still tell us something about human nature. To detect universal themes in the excerpt from *Tales From the Odyssey*, pay attention to the challenges Odysseus faces and to his words and actions.

DIRECTIONS: One universal theme in the excerpt from *Tales From the Odyssey* is the importance of home. Reread paragraphs 19–31. Then, use the chart below to record evidence from those paragraphs that supports this theme. In the first column, list events that might prevent Odysseus and his men from returning home. In the second column, show what Odysseus says or does in response to each challenge.

CHALLENGES TO GETTING HOME	ODYSSEUS'S WORDS AND ACTIONS

Write a statement explaining how this evidence illustrates the importance of home.

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Name:	Date:

CONCEPT VOCABULARY AND WORD STUDY

from Tales From the Odyssey

Mary Pope Osborne

WORD LIST

invaded	violent	offended	wrath

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. Would you be happy if someone *invaded* your privacy?

Explain. _____

2. *Violent* weather is predicted for your town tomorrow afternoon. True or false: You will plan a picnic in the park for tomorrow afternoon.

Explain. _____

3. What would you do if you accidentally *offended* your best friend?

Explain. _____

4. Would most people react with *wrath* if they were given a compliment?

Explain. _____

B. WORD STUDY: The Latin root *-vad-* means "go." For instance, the word *evade* means "to avoid or escape from." Using a dictionary, describe how the Latin root *-vad-* is related to each of these words.

1. evasion

_____

2. pervade

_____

3. invasive

_____

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COMPARE Texts

DIRECTIONS: Complete the following question if you have also read the excerpt from *Tales From the Odyssey*.

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

4. Compare and contrast how the series of nonfiction blog posts titled "To the Top of Everest" and the fictional narrative *Tales From the Odyssey* present ideas about adventure. Identify at least one key difference and one key similarity between the ways the authors approach the topic. For instance, you may consider the point of view through which each account is told or the structure of each text.

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Name:	Date:

To the Top of Everest

Samantha Larson

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1. **(a) Identify a central idea and explain how it is conveyed through particular details.**
   Identify a central idea of "To the Top of Everest." Then, use details from the text to explain how the author conveys this idea throughout the text.

   (b) Write a summary of the text.
   Write an objective summary of "To the Top of Everest" that includes the main ideas but not your personal opinions or judgments. Remember to include the author's name and the title of the text.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

2. "To the Top of Everest" follows a chronological, or time order, structure. Reread the section titled "Back Home!" Then, explain how this section fits into the overall structure of the text. Also, analyze how the details in this section help develop the idea that successfully climbing Mount Everest is a major accomplishment.

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EXTENDED-RESPONSE ACTIVITY Development of a Key Idea

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

3. A key idea in "To the Top of Everest" is that acclimatization is important before trying a difficult climb at a very high altitude. Reread paragraphs 12–20 of "To the Top of Everest." Then, explain how this key idea is introduced, illustrated, and elaborated in the text. Use examples from paragraphs 12–20 to support your response.

   Use these guidelines in your writing or discussion.
   - Recall that acclimatization is the "process of allowing the body to adjust to the climate, especially at high altitude." What is special about Mount Everest? Why is acclimatization an important step when trying to climb Mount Everest?
   - Explain how the author introduces the acclimatization process. What activity does the group do to start the process?
   - Analyze how the author illustrates the benefits of the acclimatization process. Consider her descriptions of the group's progress and setbacks.
   - Explain how the details the author includes elaborate, or expand, on the importance of the acclimatization process. Consider what the process includes and what the group is ready to do when the acclimatization process is finished.

TIP FOR WRITTEN RESPONSE
Choose meaningful details that clearly support your main ideas.

TIP FOR DISCUSSION
Listen to everyone's ideas and the reasons for their ideas.

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Name:	Date:

TEXT QUESTIONS

To the Top of Everest

Samantha Larson

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Generalize** Why does preparing to climb Everest take so much time, physical training, and preparation?

2. **Assess** Why was going up the Cwm the second time so difficult?

3. **Make Inferences** What can you tell about Samantha Larson by reading her blog entries?

4. **Draw Conclusions** What could happen if climbers do not keep up their fitness level before attempting to summit?

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Name:	Date:

To the Top of Everest

Samantha Larson

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1. **(a) Identify a central idea and explain how it is conveyed through particular details.**
   Identify a central idea of "To the Top of Everest." Then, use details from the text to explain how the author conveys this idea throughout the text.

   (b) Write a summary of the text.
   Write an objective summary of "To the Top of Everest" that includes the main ideas but not your personal opinions or judgments. Remember to include the author's name and the title of the text.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

2. "To the Top of Everest" follows a chronological, or time order, structure. Reread the section titled "Back Home!" Then, explain how this section fits into the overall structure of the text. Also, analyze how the details in this section help develop the idea that successfully climbing Mount Everest is a major accomplishment.

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EXTENDED-RESPONSE ACTIVITY Development of a Key Idea

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

3. A key idea in "To the Top of Everest" is that acclimatization is important before trying a difficult climb at a very high altitude. Reread paragraphs 12–20 of "To the Top of Everest." Then, explain how this key idea is introduced, illustrated, and elaborated in the text. Use examples from paragraphs 12–20 to support your response.

Use these guidelines in your writing or discussion.

- Recall that acclimatization is the "process of allowing the body to adjust to the climate, especially at high altitude." What is special about Mount Everest? Why is acclimatization an important step when trying to climb Mount Everest?
- Explain how the author introduces the acclimatization process. What activity does the group do to start the process?
- Analyze how the author illustrates the benefits of the acclimatization process. Consider her descriptions of the group's progress and setbacks.
- Explain how the details the author includes elaborate, or expand, on the importance of the acclimatization process. Consider what the process includes and what the group is ready to do when the acclimatization process is finished.

TIP FOR WRITTEN RESPONSE
Choose meaningful details that clearly support your main ideas.

TIP FOR DISCUSSION
Listen to everyone's ideas and the reasons for their ideas.

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Name:	Date:

CONCEPT VOCABULARY AND WORD STUDY

To the Top of Everest

By Samantha Larson

WORD LIST

expedition	trek	journeys	destination

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase and then answer the question.

1. If you were going for a walk around your block, would you be going on an *expedition?*
   Explain. _____
2. If you wanted to get to a waterfall deep in the forest, would you go on a *trek* to get there?
   Explain. _____
3. When you stay at home all weekend, have you gone on any *journeys?*
   Explain. _____
4. If you were setting out on a long trip, would you be at your *destination* before you began?
   Explain. _____

B. WORD STUDY: The Latin root *-ped-* means "foot." For example, a pedestrian is someone who is traveling by foot, or walking. Define the following words. Then, write a sentence explaining how these words are related to each other. Use a dictionary if necessary.

Definitions:

1. millipede: _____
2. centipede: _____

Sentence:

_____

_____

_____

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Name:	Date:

ANALYZE CRAFT AND STRUCTURE ▸ **CENTRAL IDEA**

To the Top of Everest

By Samantha Larson

The **central idea** of a text is the main point that the text is making. The central idea is supported in the text by details and examples. The writer gives the reader supporting details to help the reader determine the central idea. Sometimes writers write with a central idea in mind. Informal writing, like blogs and letters are often about experiences and may contain several ideas. By finding the central idea of different parts of the text and their supporting details, the reader can figure out the central idea of the whole text.

A. **DIRECTIONS:** A central idea of "To the Top of Everest" is that with a lot of preparation, patience, and accomplishments along the way, Samantha Larson was able to reach her dream. Identify whether the following details demonstrate *preparation*, *patience,* or *accomplishment* by writing the correct term on the line provided

1. _____ We arrived at camp three around noon, and then had a lot of time to kill in our tents, as it wasn't really safe to go more than five feet outside the tent without putting on crampons and clipping into the fixed ropes.
2. _____ Now that we have spent a night at camp three, we are done with the acclimatization process.
3. _____This was a new record for my dad and me, as our highest night ever!
4. _____Now that we are back in base camp, we are just waiting till we can go for our summit attempt.

B. **DIRECTIONS:** Select *preparation*, *patience,* or *accomplishment* and write a paragraph explaining how it supports the central idea of the text. Cite text evidence to support your claim.

_____

_____

_____

_____

_____

_____

_____

Name:	Date:

MEDIA QUESTIONS

from Lewis & Clark

Nick Bertozzi

DIRECTIONS: Respond to these questions

1. **Make Inferences** What do panels 1-8 tell you about the construction of buildings in the early 19th century?

2. **Make a Judgment** In panels 10-13, why do you think the author chose to draw the men performing and observing without adding dialogue or speech balloons?

3. **Modify** How would you rewrite this graphic novel as a narrative? Choose one panel and rewrite it in story form, using dialogue and description.

4. **Assess** For which aspects of life during the time of Lewis and Clark do these graphic novel panels give you a greater appreciation?

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5. **Essential Question:** ***What drives people to explore?*** What have you learned about exploration by reading this opinion piece?

_____

_____

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Name:	Date:

from Lewis & Clark

Nick Bertozzi

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

1. Reread panels 1–8 of the excerpt from *Lewis & Clark*. Describe what happens in these panels and how they fit into the overall chronological, or time order, structure of the text. Consider the events depicted in the rest of the excerpt. Then, explain how the details in panel 8 help develop the historical setting.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

2. Reread panels 21–32 of the excerpt from *Lewis & Clark*. Then, explain what the author/illustrator reveals about the relations between people who belong to different cultural groups. Explain how they interact or behave toward one another. Consider what is revealed by both the dialogue, which appears in speech bubbles, and the illustrations.

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Name:	Date:

RESEARCH

Research to Clarify Choose an unfamiliar detail from the selection. Briefly research that detail. In what way does the information you learned shed light on an aspect of the article?

Research to Explore Choose something from the text that interests you and formulate a research question.

TEXT QUESTIONS

Mars Can Wait. Oceans Can't.

Amitai Etzioni

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Analyze** What is Amitai Etizioni's purpose in writing this article?

2. (a) **Assess** Think about the author's main argument. What is Etzioni assuming is true about the amount of money available for space exploration and ocean exploration? (b) **Evaluate** What support does the author offer for these assumptions?

3. (a) **Analyze** How does the author support his argument that it is a better idea to send robots into space rather than astronauts? (b) **Evaluate** Which of the author's reasons do you find most persuasive? Why?

4. (a) **Interpret** Why does the author think that the discovery of water on a planet, which could mean "life" exists or has existed there, is not that important? (b) **Support** What does he think is important about ocean exploration? (c) **Make a Judgment** Do you agree with the author's opinion on which type of exploration is should have a higher priority? Why or why not?

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Name:	Date:

COMPREHENSION CHECK

Mars Can Wait. Oceans Can't.

Amitai Etzioni

DIRECTIONS: Complete the following items after you finish your first read.

1. According to the author, what are the main costs of space exploration?

2. What percentage of the ocean floor has not been charted?

3. Why do we need to desalinate ocean water?

4. Why does the author say we should not "cry for Mars"?

5. To confirm your understanding, write a summary of "Mars Can Wait. Oceans Can't."

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Name:	Date:

RESEARCH

Research to Clarify Choose an unfamiliar detail from the selection. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Research to Explore Choose something from the text that interests you and formulate a research question.

TEXT QUESTIONS

from Sacajawea

Joseph Bruchac

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Evaluate** Does Sacajawea seem to have a close relationship with Lewis and Clark or a distant one? Explain, using evidence from the text.

_____

_____

2. **Speculate** Why do you think Sacajawea feels that she has to hide her emotions from her companions when she is filled with conflicting feelings about returning home?

_____

_____

3. (a) **Contrast** In what ways are Captain Clark and Captain Lewis different in their interests and their ability to communicate with Sacajawea's people? (b) **Deduce** Why are Captain Clark's abilities important to the expedition?

_____

_____

4. **Make Inferences** What indications are there in the final section of the text that Sacajawea admires Captain Clark?

_____

_____

5. **Essential Question:** ***What drives people to explore?*** What have you learned about exploration by reading this selection?

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Name:	Date:

COMPREHENSION CHECK

from Sacajawea

Joseph Bruchac

DIRECTIONS: Complete the following items after you finish your first read.

1. How has the "good uncle," Captain William Clark, made himself ill?

_____

_____

2. Why did the captains give Sacajawea blue beads?

_____

_____

3. What does Sacajawea whisper to the river?

_____

_____

4. Who saved Firstborn Son's father from the fast current of the river?

_____

_____

5. To confirm your understanding, write a summary of this excerpt from "Sacajawea."

_____

_____

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