

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Grade 6 Reading

Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

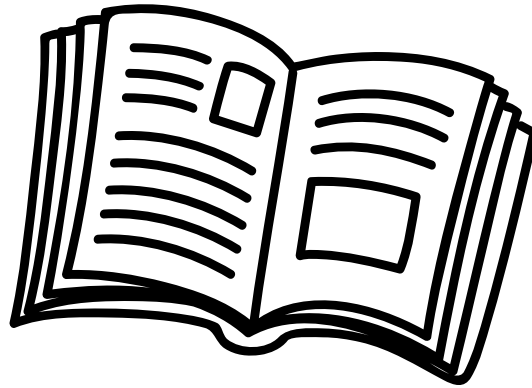
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 6
Reading activities
included in this packet!



Independent Reading!



See pages
72 and 73
of this
packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 9

Varying Sentence Patterns

**Introduction**

Good writers use a variety of sentence types. They mix short and long sentences, and they find different ways to start sentences. Here are ways to improve your writing:

- Use different sentence types: statements, questions, imperatives, and exclamations.
- Use different sentence structures: simple, compound, complex, and compound-complex.
- Sometimes begin a sentence with a prepositional phrase or a dependent clause.

Draft

We went on an impressive field trip. We went to the science museum. The building was huge. It had many exhibits. I especially liked the laser exhibit. You should make sure to visit the museum.

Revision

Our field trip to the science museum really impressed me. The building itself was huge, and it was filled with exhibits. Do you dream of seeing actual lasers? At some point, then, be sure to visit the museum. You won't be sorry!

**Guided Practice**

Follow the directions to rewrite each sentence or pair of sentences.

Hint

When a sentence begins with a dependent clause, use a comma to separate it from the main clause. When a sentence begins with a prepositional phrase, usually use a comma after the phrase.

- 1** Change this sentence to a question: It is fun to learn about insect colonies.

- 2** Use the word *when* to combine these sentences: I looked at the museum map. I noticed a new insect exhibit.

- 3** Combine these sentences so that the new sentence begins with a prepositional phrase: It was near the entrance to the exhibit. The first thing I saw was a giant grasshopper.



Independent Practice

Read the paragraphs for numbers 1–4. Then answer the questions that follow in each column.

(1) Many of the insects were robots.
(2) I almost thought they were real.
(3) They moved like real insects. (4) They were much larger than real insects.

- 1** Which is the best way to revise sentence 1?
- A** For me, the insects were robots.
 - B** When looking, many of the insects were robots.
 - C** To my surprise, many of the insects were robots.
 - D** Surprised, many of the insects were robots.

- 2** Which best combines sentences 3 and 4?
- A** They moved like real insects, or they were much larger.
 - B** They moved like real insects, so they were much larger.
 - C** They moved like real insects, but they were much larger.
 - D** They moved like real insects, because they were much larger.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

(5) The tour guide told us that the robots show insect behavior. (6) A wolf spider seemed to rush toward me.
(7) I was scared. (8) I remembered it was a robot spider.

- 3** Which is the best way to revise sentence 6?
- A** After a long time, a wolf spider seemed to rush toward me.
 - B** At that moment, a wolf spider seemed to rush toward me.
 - C** After the trip, a wolf spider seemed to rush toward me.
 - D** Along with others, a wolf spider seemed to rush toward me.

- 4** Which is the best way to combine sentences 7 and 8?
- A** Remembering it was a robot spider, I was scared.
 - B** I looked scared, but the robot looked like a spider.
 - C** I was scared until I remembered it was a robot spider.
 - D** I was scared when I remembered it was a robot spider.

Lesson 11

Using Context Clues



Introduction

When you come across a word you do not know in your reading, look for clues. **Context clues** are words and phrases in the text that give hints to a word's meaning.

Context Clue	Signal Words	Example
Definition	<i>are, is, means, or</i>	Larger animals often treat smaller animals as <u>prey</u> , or something to be killed and eaten.
Example	<i>like, such as, for example</i>	Predators, such as hawks, wolves, and coyotes, hunt rabbits.
Cause and Effect	<i>as a result of, because, and thanks to</i>	Because many animals eat rabbits, the number of wild rabbits has <u>decreased</u> .
Comparison and Contrast	<i>like, too, similarly, but, unlike, although</i>	Although wolves eat both plants and animals, hawks are completely <u>carnivorous</u> .

A word's position and function in the sentence can also be a clue to its meaning. For example, read the sentence below:

Brown bears are solitary animals and are often found alone.

You can tell that *solitary* is an adjective in this sentence. The adjective describes the bears. Then the word *solitary* is defined in the sentence. Since the bears *are often found alone*, this gives a good clue to what the word *solitary* means.



Guided Practice

Read the paragraph below. Circle context clues to help you figure out the meaning of the underlined words. Then tell a partner the meaning of the underlined words.

Hint

Think about the different types of context clues. Look for words that signal examples, cause and effect, and contrasts. Then use the clues to help you figure out the meanings of the underlined words.

Marsupials are mammals that carry their young in pouches.

The American opossum is a marsupial. Thanks to its defense mechanisms, the opossum keeps itself safe from predators. When threatened, it hisses, growls, and bites. If this doesn't work, the opossum reacts in an unusual way. Although many animals move quickly to escape danger, the opossum collapses and pretends to be dead. This is an unconscious response to stress that is similar to jerking your hand away from a hot object before thinking.



Independent Practice

Read the paragraph. Then answer the questions that follow for numbers 1–4.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

Pangolins have a physical resemblance, or likeness, to an armadillo, with claws and armored bodies. When attacked, pangolins thwart combat by rolling into a hard ball and hiding. Like bats and other animals that sleep all day, pangolins are nocturnal. Because they lack teeth, eating tiny stones with their food is critical for digestion.

1 Which phrase from the paragraph best helps you understand the meaning of the word resemblance?

- A** have a physical
- B** or likeness
- C** with claws
- D** armored bodies

2 What does the phrase thwart combat mean in the paragraph?

- A** get attacked
- B** attack others
- C** avoid a fight
- D** start a fight

3 What does the word nocturnal suggest about the pangolins?

- A** They roll into hard balls.
- B** They are awake at night.
- C** They are like all other animals.
- D** They lack teeth.

4 What does the word critical mean in the paragraph?

- A** safe
- B** possible
- C** necessary
- D** imaginable

Lesson 12

Greek and Latin Word Parts



Introduction

Many English words have Greek and Latin roots and affixes. By becoming familiar with them, you will be able to unlock the meaning of many words.

- **Roots** are word parts that have meanings but usually cannot stand alone. Sometimes roots combine with other roots to form words, such as *audiovisual*.

Root	Meaning	Root	Meaning
<i>aud</i>	"hear"	<i>mot, mov</i>	"move"
<i>cycle</i>	"circle, wheel"	<i>vis, vid</i>	"see"
<i>therm</i>	"heat"	<i>meter</i>	"measure"

- **Affixes**, such as prefixes and suffixes, can also be added to roots to form words, such as *interject*.

Prefix	Meaning	Suffix	Meaning
<i>uni-</i>	"one"	<i>-ance, -ence</i>	"state of"
<i>bi-</i>	"two"	<i>-ion, -al</i>	"action, process"
<i>tri-</i>	"three"	<i>-or</i>	"state" or "quality of"



Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of the underlined words.

Hint

A suffix adds meaning to a root or word. Suffixes often give clues that indicate part of speech (noun, adjective, etc.). The suffix *-ence* usually signals a noun; the suffix *-al* usually signals an adjective.

- 1 Inez sat in the audience at a cooking show.

- 2 The motor of the cake mixer broke. The chef needed help.

- 3 He made a hand motion for Inez to come up on stage.

- 4 As he worked, she kept an eye on the oven thermometer.

- 5 Because she had great vision, this was an easy task.



Independent Practice

For items 1–4, read each sentence. Then answer the question.

- 1** "Watch how I extend the dough with my hands," said the chef.

The prefix *ex-* means "out," and the root *tend* means "stretch." What does the word extend mean in the sentence?

- A** pull it in different directions
- B** form it into small balls
- C** loosen it with water
- D** cut it into small pieces

- 2** "Next, I add the equivalent of a teaspoon of spice," explained the chef.

The prefix *equi-* means "equal," and the root *vale* means "worth." What does the word equivalent mean in the sentence?

- A** half portion
- B** cost
- C** same measure
- D** double the amount

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

- 3** "Are my directions audible?" asked the chef.

The root *aud* means "hear," and the suffix *-ible* means "able." What does the word audible mean in the sentence?

- A** necessary
- B** too complicated
- C** realistic
- D** loud enough

- 4** Inez told the chef she was grateful for the cooking lesson.

The root *grat* means "pleasing," and the suffix *-ful* means "having or giving." What does the word grateful mean in the sentence?

- A** eager
- B** thankful
- C** greatly impatient
- D** responsible

Citing Evidence to Make Inferences

Theme: *Mysterious Creatures*

Writers don't always tell you exactly what's on their minds. Sometimes you need to make a reasonable guess about what the writer thinks. A reasonable guess, which is based on both evidence and your prior knowledge of a topic, is called an **inference**.

The passage below is about a creature known as the giant squid. You will read it twice.

For many years, both sailors and scientists suspected that a creature they called the giant squid lived in the ocean depths. Over the years, the evidence mounted, and in 2012 came solid proof: They filmed giant squids swimming in the ocean. Before the 2012 video, nobody had answers to several significant questions about giant squids. How did they act in the wild? Were they hunters? Or did they just float in the water, eating what came their way? What purpose did their huge eyes serve? Thanks to the video, we have some answers. We know that the squid is a hunter that uses its large eyes to spot prey and avoid being eaten. But many fascinating mysteries about the creature still need solving. Will this important research continue?

Read the passage again. This time, underline any evidence suggesting whether the writer feels scientists should keep researching the giant squid.

So, does the writer think that scientists should keep researching the giant squid? You can use evidence from the text to make and support an inference about what she thinks.

Study the chart. It shows how you can support an inference using textual evidence.

What You Know	+	What the Text Says	=	Inference
A person with positive feelings about a type of work usually wants that work to continue.		<ul style="list-style-type: none"> • "Before the 2012 video, nobody had answers to several significant questions about giant squids." • "But many fascinating mysteries about the creature still need solving." • "Will this important research continue?" 		The author thinks that scientists should keep researching the giant squid.

By using text evidence and what you already know, you can make and support inferences. In a way, you make the same kinds of educated guesses that scientists do when they study mysterious creatures of the deep!



Read the first part of a scientific account about Bigfoot.

Genre: Scientific Account

A Scientist's Search for Bigfoot *by Tetsuo Fujii*

Dr. Jeffrey Meldrum is an Associate Professor of Anatomy and Anthropology at Idaho State University. He specializes in primate foot structure—a category that includes apes, monkeys, and humans. His interests also include evaluating footprints that some claim are left by a mythical North American ape known as Bigfoot.

Meldrum's laboratory houses more than 200 casts and artifacts relating to Bigfoot. Although he believes that some samples are hoaxes, others interest him, such as unidentified hair and unique casts of muscle and foot-bone anatomy.

(continued)

Explore how to answer this question: *"Dr. Meldrum thinks that some samples are hoaxes, but others interest him. Why is he most likely interested in those other samples?"*

Reread the second paragraph. It suggests what Dr. Meldrum thinks, but does not state it directly.

Look for details suggesting why Meldrum is interested in the other samples. One detail is listed in the second column; write another detail there. Then complete the inference statement.

What You Know	+	What the Text Says	=	Inference
<ul style="list-style-type: none">• If a scientist is interested in something, he or she might think it has scientific value.• A scientist might keep samples that could lead to a discovery.		<ul style="list-style-type: none">• "Meldrum's laboratory houses more than 200 casts and artifacts relating to Bigfoot."•		Dr. Meldrum is most likely interested in those other samples because . . .

On the lines below, explain how the details you presented in the chart support your inference.



Close Reading

What do most other scientists think about Meldrum's work?

Underline the sentence that tells how they feel about it.

Hint

Which choice gives evidence of what most scientists think of Bigfoot research?

Continue reading the account about Meldrum's research. Use the Close Reading and the Hint to help you answer the question.

(continued from page 20)

Many anthropologists criticize Meldrum's work. They feel he is trying to find an imaginary creature that exists only in folklore. Meldrum tells critics he is not saying that Bigfoot exists. He just believes there is enough evidence to justify scientific investigation.

Unsurprisingly, most anthropologists reject Meldrum's evidence. Dr. David J. Daegling, a University of Florida anthropologist who thinks Meldrum's methods of analyzing data are unscientific, sums up this feeling: "Meldrum's evidence doesn't look better on deeper analysis; it looks worse."

Circle the correct answer.

Which sentence from the account best supports the idea that most scientists do not find value in investigating Bigfoot artifacts?

- A** "Many anthropologists criticize Meldrum's work."
- B** "They feel he is trying to find an imaginary creature that exists only in folklore."
- C** "Meldrum tells critics he is not saying that Bigfoot exists."
- D** "He just believes there is enough evidence to justify scientific investigation."



Show Your Thinking

Look at the answer you chose above. Explain how the evidence in your answer helped show that most scientists do not find value in investigating Bigfoot artifacts.



Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.



As I read, I'm going to underline clues that help me infer the author's viewpoint about chupacabras.

Close Reading

According to the author, why do people hope that chupacabras are real? **Underline** a sentence that shows the author's explanation.

What examples of new discoveries does the author give? **Underline** the evidence that new creatures have been discovered.

Genre: Scientific Account

Tales of Chupacabras by Cynthia Burnham

- 1 Legend tells of the chupacabra, a monster that sucks the blood of livestock. *Chupacabra* means “goat sucker” in Spanish. For many in the southwestern United States and Mexico, these tales are more than just stories; they have been accepted as fact. In Puerto Rico in 1995, hundreds of livestock fatalities were blamed on the chupacabra.
- 2 Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes. Others insist they are hairless, four-legged creatures that are part kangaroo, part dog, and part rat. Many similar beasts have been brought to labs for DNA testing, but most have been coyotes with mange, a disease that strips animals of fur.
- 3 Why do we want these mythical beasts to be real? Surely not because we want livestock to fall prey to vampires! Perhaps it is because of our natural desire to shed light on the unknown. Scientists constantly identify new life-forms. According to the World Wildlife Federation, more than 1,200 species of plants and vertebrates were discovered in the Amazon rain forest between 1999 and 2009. Given this fact, the idea that undiscovered species could exist empowers our imaginations and gives us hope.
- 4 Although we have explored much of this planet, there are still creatures that lurk in the underbrush, evading recognition. That is a thrilling concept. So even as evidence mounts against the existence of chupacabras, a part of us hopes that one will creep from the shadows and boggle our minds.



Hints

Think about the word choice in each sentence. Which choice helps you infer what the author actually thinks about chupacabras?

Which sentence offers support for why people hope chupacabras are real?

What kinds of life-forms were discovered between 1999 and 2009? What is the author's purpose for including this evidence?

Use the Hints on this page to help you answer the questions.

- 1** A student makes the following claim about the author of "Tales of Chupacabras."

The author believes that chupacabras are imaginary even though she would like to think they exist.

Which sentence from the text best supports this claim?

 - A** "*Chupacabra* means 'goat sucker' in Spanish."
 - B** "Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes."
 - C** "Why do we want these mythical beasts to be real?"
 - D** "Scientists constantly identify new life-forms."
- 2** Which sentence from the text explains why the author thinks people want to believe in chupacabras?
 - A** "For many in the southwestern United States and Mexico, these tales are more than just stories: they have been accepted as fact."
 - B** "Legend tells of the chupacabra, a monster that sucks the blood of livestock."
 - C** "Others insist they are hairless four-legged creatures that are part kangaroo, part dog, and part rat."
 - D** "Perhaps it is because of our natural desire to shed light on the unknown."
- 3** Explain how the examples of recent scientific discoveries support the idea that chupacabras may one day be found. Use details from the text in your explanation.



Read the scientific account. Then answer the questions that follow.

Looking for the Loch Ness Monster

by Stuart Clyburn

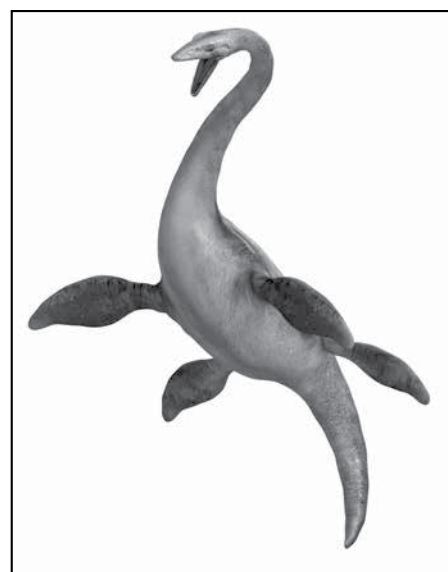
1 The word *loch* is a Scottish Gaelic word for *lake*. And there are a whole lot of lochs in Scotland—more than 500 of them! But one loch, Loch Ness in the Scottish Highlands, is known around the world. The reason for its fame is not its great size or beauty. People know the name *Loch Ness* because it is said to be the home of a mysterious, giant creature known as “the Loch Ness monster.” Whether the creature really exists or not has been a matter of great debate for decades.

2 What does “Nessie,” the popular nickname for the monster, supposedly look like? By most accounts, she has a small head on a very long neck. Her body is broad and rounded, with four flippers and a long tail. If you know your prehistoric creatures, you might be thinking: Nessie sounds like a *plesiosaur*, a giant sea reptile that lived hundreds of millions of years ago. One common theory about Nessie is that she actually *is* a plesiosaur. Other explanations for Nessie are far less dramatic. Some people think that the “mysterious” creature people have mistaken for a monster may have been nothing more than a walrus, seal, or eel.

3 How could a creature as big as a plesiosaur hide in a lake? Well, Loch Ness is a huge body of water. It’s the second largest loch in Scotland, based on the surface area of its water. Loch Ness covers more than 21 square miles, and only Loch Lomond is bigger. But if you look at the volume of water, Loch Ness is the biggest. And that’s because it’s deep—about 755 feet at its deepest point. This single loch contains more water than all the freshwater lakes in England. In other words, it’s one big place to hide.

4 Some people who believe in Nessie say that she’s made her home in the region for more than a thousand years. A book written in the seventh century tells about an Irish monk who saw a giant “water beast” in the River Ness in 565 C.E. No one thought much about that story until 1933. A couple was driving home along the loch late one night. They said they were forced to stop when a giant, dragon-like creature crossed the road and slid into the water. Their story appeared in newspapers. Soon, many more people claimed to have seen the monster. The following year, in 1934, a doctor from England took a photo that became famous worldwide. The poorly lit, grainy photo shows what looks like the head and long neck of a plesiosaur-like creature rising from the water. The photo served as “proof” of the monster until 60 years later—when it was revealed to be a fake.

5 Since the 1930s, dozens of serious, scientific searches have been undertaken to find the Loch Ness monster. One early effort involved placing scouts with cameras and binoculars around the loch for five weeks. Later searches relied on the use of sonar. This method involves bouncing sound waves through the deep



an artist's depiction of a plesiosaur



waters of the loch to detect moving objects. In 2003, the famous British Broadcasting Corporation (BBC) sponsored one of the most thorough searches ever. Scientists used 600 sonar beams and satellite tracking. What did they find? Nothing of note, really. They concluded that Nessie was a myth.

6 After so many attempts, you have to wonder why people keep looking for the Loch Ness monster. It may just be that there's something exciting about the idea of mysterious creatures living so close to us, always just out of view. There's a word for such creatures: *cryptids*. It comes from a Greek word meaning "to hide." The Loch Ness monster is one of many cryptids that have captured the public imagination. Others include Bigfoot in North America, the Yeti in the Himalaya Mountains, and the chupacabra in the southwestern United States and Mexico.

7 Many animals whose existence we take for granted today might once have been considered cryptids. Komodo dragons and giant squids were once thought to be tall tales. Until 1902, people regarded stories of "giant ape-men" living in Africa as just a myth. Today, we know them as mountain gorillas. The odds of "Nessie" turning out to be real may not be quite as good. But if it were true, we'd all love it, wouldn't we? It's exciting to think that a real live monster lives deep in a loch in Scotland.

1 According to the account, what is one reason many people believe the Loch Ness monster does not exist?

- A** The earliest sighting of the Loch Ness monster occurred in 565 C.E.
- B** The photo taken in 1934 has been proven to be a fake.
- C** Plesiosaurs, like the dinosaurs, lived hundreds of millions of years ago.
- D** Sonar beams and satellite tracking found no evidence in the loch.

2 Which detail provides evidence that a creature as huge as a plesiosaur could really hide in Loch Ness?

- A** Loch Ness has a surface area of 21 square miles and is 755 feet deep.
- B** The Loch Ness monster might actually be an ordinary walrus, seal, or eel.
- C** Dozens of scientific searches of Loch Ness have been conducted.
- D** The Loch Ness monster is known as a cryptid, a word whose root word means "to hide."

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

**Number
Correct**

4



3

Which statement is **best** supported by the account?

- A It is illogical to think that a plesiosaur could still be living in Loch Ness today.
- B Someday, scientists will prove that no giant creatures live in Loch Ness.
- C Some people want to believe in the Loch Ness monster and ignore scientific evidence showing it does not exist.
- D People have always been fascinated by the idea of strange creatures such as Bigfoot and the Loch Ness monster.

4

Despite the great interest in the Loch Ness monster, it is highly unlikely that such an animal actually exists. Which sentence from the passage **best** supports this conclusion?

- A "Whether the creature really exists or not has been a matter of great debate for decades."
- B "Some people who believe in Nessie say that she's made her home in the region for more than a thousand years."
- C "Since the 1930s, dozens of serious, scientific searches have been undertaken to find the Loch Ness monster."
- D "Many animals whose existence we take for granted today might once have been considered cryptids."

5

Some people firmly believe that the Loch Ness monster is actually a plesiosaur. Use at least **three** details from the account to explain why some people believe this.

**Self Check**

Go back and see what you can check off on the Self Check on page 1.

Lesson 10

Consistency in Style and Tone



Introduction

When you write, choose a style and tone that suit your purpose and audience. You might choose a formal style and serious tone for a report. For a personal e-mail, you might choose an informal style and humorous tone. Once you've decided on a style and tone, you need to be consistent.

- The words you choose and your sentence patterns form your **style**.

Formal	During meteorological events, animals tend to scatter.
--------	--

Informal	It's raining. Look at that mouse run for cover. It's fast!
----------	--

- Your tone shows your attitude toward your subject and/or readers. For example, a tone may be serious, playful, humorous, angry, calm, joyful, or sad.

Serious	Some animals seek shelter in and under trees or bushes.
---------	---

Playful	Can a lizard use a tree as an umbrella? It sure can!
---------	--



Guided Practice

Read the passage. Then rewrite the underlined sentences to match the style and tone of the rest of the passage.

Hint

The style and tone of the story are informal and casual. The underlined sentences contain language that is either too poetic or too technical. Replace them with language that matches the story's style and tone.

"Our camping trip is off to a great start," said Dad. We had just begun to unpack. Then crack, sizzle! Lightning flashed through the sky. Thunder made the mountains tremble in fear.

"Run to the car!" yelled Dad. "We'll wait it out there." After an hour, the rain stopped. When we exited the vehicle, we found that our belongings had absorbed a vast amount of moisture!

1

2



Independent Practice

Read the paragraph below. Then answer the questions that follow for numbers 1–4.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

(1) Saving our local campground is of great importance. (2) First, it gives kids a bunch of outside stuff to do, like running around by the river. (3) There is also nothing quite like the thrill of snoozing under the stars, outside of the city. (4) I know that building new houses matters, but keeping a space for people to enjoy nature is necessary, too. (5) Can you imagine if this option were taken away? (6) No way, I say!

- 1** What revision of sentence 2 best matches the style and tone of sentence 1?
- A** First, it offers children outdoor exercise, such as hiking.
 - B** First, it allows kids to finally get a chance to run around.
 - C** First, it lets children do stuff, like run around outside.
 - D** First, kids get to run around the river and do other outside stuff.

- 2** Which sentence should be deleted because it introduces a tone that is inconsistent with most of the paragraph?
- A** sentence 1
 - B** sentence 4
 - C** sentence 5
 - D** sentence 6

- 3** Which best replaces the word snoozing in sentence 3 to add a formal style and serious tone to the paragraph?
- A** catching some z's
 - B** falling asleep
 - C** nodding off
 - D** getting some shut-eye

- 4** Which sentence could be added to the paragraph without changing its style or tone?
- A** Nobody gets it!
 - B** We need to stop those pesky builders from taking over!
 - C** They've really got to leave our campground alone.
 - D** We must preserve our local campground!

Lesson 13

Using a Dictionary or Glossary



Introduction

Many words have more than one definition and can serve as more than one part of speech. When you are reading or writing, use a dictionary to check the precise meaning of a word or phrase.

- Words in a **dictionary** appear in alphabetical order. Each entry provides the pronunciation, the part of speech, and the meanings of the word. Sample sentences are often included to clarify meaning.

account (ə kount') *n.* **1.** a record of events or time period **2.** money in a bank **3.** worth, importance

account for *v.* **1.** to be the main reason for: *Heavy rain accounted for the flooding.* **2.** to explain: *I can't account for the dog's barking.*

When there is more than one meaning, each definition is numbered.

The abbreviations show the part of speech: *n.* stands for *noun* and *v.* stands for *verb*.

extract (ik sträkt') *v.* **1.** to pull out **2.** to obtain or get meaning, pleasure, or information from something **extract** (äk' sträkt) *n.* **3.** an excerpt or part of a text **4.** a flavoring

The pronunciation of the word is in parentheses. For some words, the pronunciation depends on the part of speech.

- A **glossary** is similar to a dictionary. It is an alphabetical list of special words that are used in a book. Each entry defines the word as it is used in that book.



Guided Practice

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

Hint

Identify how a word is used in a sentence before you use the dictionary. If the word is used as a noun, then you should read the definitions given for a noun.

Our museum has an exhibit on Chinese art. The catalog includes extracts from books about the landscape paintings. Many people extract pleasure from viewing these paintings. However, various accounts suggest that these paintings were also used to teach life lessons. If the paintings were used to teach morals, then scholars could account for the wide use of symbols that stand for character traits.



Independent Practice

For numbers 1–4, use the dictionary entries to answer the questions.

express (ɪk sprɛs') v. 1. to say or state
2. to communicate ideas or feelings 3. to squeeze or press something out n. 4. type of transportation that moves with few or no stops adj. 5. specific: *I bought these apples for the express purpose of baking a pie.* 6. stated
7. moving with few or no stops

- 1 What part of speech is express as used in this sentence?

My mother and I took the express train to the museum.

- A noun
- B adjective
- C verb
- D adverb

- 2 Which definition of express best fits this sentence?

One artist painted a gloomy landscape to express the theme of grief and loss.

- A Definition 2
- B Definition 3
- C Definition 5
- D Definition 6

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

reflect (rɪ flɛkt') v. 1. to bend back light
2. to show an image, to mirror 3. to show clearly or reveal: *The novel reflects the writer's unhappiness.* 4. to consider seriously: *You need to reflect on your actions.* 5. to bring negative attention to: *The team's rowdiness reflected on the school.*

- 3 Which definition best fits reflect as used in this sentence?

Many landscape paintings reflected the artist's mood.

- A Definition 1
- B Definition 3
- C Definition 4
- D Definition 5

- 4 Which definition best fits the way reflect is used in this sentence?

When you view a Chinese landscape painting, reflect on the artist's message.

- A Definition 2
- B Definition 3
- C Definition 4
- D Definition 5

Lesson 14

Using a Thesaurus



Introduction

You can use a thesaurus to make your writing more precise or interesting. A **thesaurus** provides synonyms and antonyms for particular words.

- A thesaurus lists words in alphabetical order. Each entry gives the part of speech, the definition, and a list of synonyms. Antonyms, if any, are also included.

bitter *adj.* **1.** a strong, unpleasant taste: *The white part of a lemon rind is bitter.* **acrid, unpleasant** Antonyms: *sugary, sweet* **2.** harsh and cold: *Winter has been bitter this year.* **rough, severe** Antonyms: *mild, pleasant* **3.** having or showing resentment: *Al felt bitter when he lost his job.* **angry, resentful, sullen** Antonym: *friendly*

When there is more than one meaning, each definition is numbered.

Sometimes there is a sample sentence.

claim *v.* **1.** to need: *This issue claims our attention.* **deserve, demand, require** **2.** to say that something is true: *Nola claims that bees sleep at night.* **state, declare, insist** Antonym: *deny* *n.* **3.** a statement that something is true: *The ad makes the claim that Brand X is the best flour.* **assertion, allegation, declaration** Antonym: *denial*

Some words can serve as more than one part of speech.



Guided Practice

Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words.

Hint

Remember: A *synonym* is similar in meaning to another word. An *antonym* has the opposite meaning of the word.

Nearly 2,600 years ago, people in Mexico and Central America drank a bitter chocolate drink, which they made from cocoa beans. Some scholars claim that people drank chocolate even longer ago.

- 1** Which words are synonyms of *claim* as used in the paragraph?

- 2** Which word is an antonym of *claim*? _____

- 3** Which words are synonyms of *bitter* as used in the paragraph?

- 4** Which words are antonyms of *bitter*? _____



Independent Practice

For numbers 1–4, read the sentence. Then use the thesaurus entry to answer the question.

significant *adj.* 1. expressing a meaning: *Dad gave Lee and Arlo a significant glance when they started to argue.* **meaningful, informative** Antonym: *meaningless* 2. having influence: *Thu has a significant job with the Government.* **important** Antonyms: *insignificant, unimportant*

- 1 As the food of rulers, gods, and everyday people, chocolate was significant for the Maya.

Which is a synonym for significant as it is used above?

- A meaningful
- B unimportant
- C insignificant
- D meaningless

permit *v.* 1. to allow to do something: *I'll permit you to pick plums.* **allow, authorize** Antonyms: *forbid, prohibit* 2. to be favorable: *We'll have a picnic if the weather permits.* **accommodate, oblige** *n.* 3. written permission: *The contractor got a permit to build a home.* **license, permission**

- 2 The Aztecs, however, would permit only certain people to drink it.

Which is an antonym for permit as it is used above?

- A license
- B allow
- C forbid
- D oblige

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number

Correct

4

powerful *adj.* 1. physically strong: *The oxen are powerful.* **strong, mighty** Antonyms: *weak, frail* 2. able to influence: *Leaders are powerful people.* **high-ranking, influential** Antonym: *low-ranking*

- 3 Only the powerful members of Aztec society drank the sacred beverage.

Which is a synonym for powerful as it is used above?

- A high-ranking
- B powerless
- C weak
- D frail

valuable *adj.* 1. having monetary worth: *Gold is valuable.* **precious** Antonym: *cheap* 2. having use or importance: *A job teaches you valuable skills.* **useful, worthwhile** Antonym: *worthless*

- 4 Cocoa beans were so valuable that the Aztecs used the beans as money.

Which is an antonym for valuable as it is used above?

- A useful
- B worthwhile
- C precious
- D cheap

Citing Evidence to Make Inferences

Theme: *Passing Wisdom Down Through the Ages*

Have you heard the story of Pinocchio, the wooden boy who came to life? Each time he lies, his nose grows. Later in the story, Pinocchio says he has been to school, and—*zoink!*—his nose grows. Now, the author doesn't say at this particular point in the story that Pinocchio lied. But you can make an **inference**—a conclusion based on what you already know and text evidence—that he did.

Good inferences are supported with textual evidence. You can practice this right now.

Read the paragraph below. Then use the chart to support an inference about the narrator.

Abraham Lincoln once said, "Whatever you are, be a good one." Easy for him to say—he was good at *everything*. It's nice advice, I guess. Still . . . you can say that you're going to be good at playing the piano. You can even say that you'll perform beautifully at the big recital. You can say that all you want, and you can still forget the notes to your song halfway through and run off the stage in tears. I wonder what Lincoln would have said about that! He probably wouldn't have felt as miserable as I do right now, at the very least.

The chart below states an inference about the narrator. Complete the chart by writing one more phrase from the paragraph that directly supports the inference.

What You Know	+	What the Narrator Says	=	Inference
People sometimes feel bad when embarrassed.		<ul style="list-style-type: none"> • "Still . . . you can say that you're going to be good at playing the piano." • 		The narrator has just had a bad experience performing in a piano recital.

When reading, always support your inferences with textual evidence. An unsupported inference won't make your nose grow an inch, but you won't be on your way to a better understanding of the story, either!



Read the first two paragraphs of an ancient Greek myth.

Genre: Myth

Athena, Arachne, and the Weaving Contest

by Sofia Lillios

Athena, the goddess of wisdom, was an exceptional weaver. She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude. Athena's most talented student was a young woman named Arachne.

Each day, Athena and Arachne sold their creations at a country market, and everyone said Arachne's cloth was incredible. Athena overheard Arachne tell customers she taught herself to weave. Athena cringed as she listened to Arachne's lies. Then, on one fateful day, Arachne kept bragging to customers that she was the greatest weaver in the world, and that her creations were more beautiful than all the others at the market.

(continued)

Explore how to answer this question: *"How does Athena feel about Arachne's bragging? Make an inference about how Athena feels. Support your inference with two details from the text."*

Look for details from the text that hint at how Athena feels about Arachne. One detail is shown in the chart below. Write a second detail next to the second bullet point. Then write down your inference.

What You Know	+	Details from the Text	=	Your Inference
Someone who expects gratitude would likely be upset if she did not receive it.		<ul style="list-style-type: none">• She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude."•		

Use details from the chart to support the inference that Athena is upset about Arachne's bragging.



Close Reading

On page 46, the author says that Athena shares her skills with humans on one condition. **Circle** the phrase stating this condition.

Hint

The question asks *why* Arachne was turned into a spider, not how.

Continue reading “Athena, Arachne, and the Weaving Contest.” Use the Close Reading and the Hint to help you answer the question.

(continued from page 46)

An old woman in a cloak smiled and challenged Arachne to a weaving contest, which Arachne gladly accepted. The rules were simple: each would weave one complete tapestry by nightfall, and customers would judge the winner.

Throughout the day, the two sat at looms, weaving furiously. Just before sunset, they finished. Both tapestries were marvelous to behold, but the crowd chose the old woman, for her creation was flawless. “Spin and weave forever without my help, fool,” the old woman suddenly said, and pointing one finger at Arachne, turned her into a spider.

Circle the correct answer.

Which sentence best explains why Arachne was turned into a spider?

- A** The old woman had special powers.
- B** Arachne did not show her thanks to Athena.
- C** Athena was disguised as the old woman.
- D** Like Arachne, spiders are good at weaving.



Show Your Thinking

Look at the answer you chose above. Explain how the details in the story helped you infer why Arachne was turned into a spider.
