

Week One

6th Grade

Desoto County
Schools

Distance Learning

You are living through an unprecedented moment in history—right now! Today, tomorrow, and the days that follow will be captured in history books. Someday, you will share stories with your children and grandchildren about living through this time. Because these days are historical, it is critical that we not let these events pass without capturing how they affect you, your family, your school, and your community.

Since you will be “schooling” from home, I will describe here the **daily** assigned work to be done outside the classroom. Here are your daily writing and reading requirements:

Daily Writing:

You will be asked to write a page (or more) a day, capturing your thoughts, questions, comments, and concerns about the events that are unfolding. I want you to capture this history—your history—any way you’d like. Below are some suggestions for your daily writing. Feel free to generate your own thinking.

Some possibilities for daily writing:

- Capture how this virus has disrupted your school year—including sporting events, concerts, assemblies, dances.
- Discuss how your daily life has been disrupted.
- Share the effect it has had on your friends and family.
- You might write reviews of movies, television shows, podcasts, video games to share with your classmates.
- Discuss the situation with a friend or relative and write about this discussion.
- Respond to any seed about the crisis you find interesting. A “seed” can be an article, a TV broadcast, a Tedtalk, a tweet, a photograph, a podcast, a film, an Instagram (or another online) post, a TikTok video, a political cartoon—anything that spurs some thinking about the crisis. As the crisis unfolds, you will be able to easily find new seeds that encourage reflection. This story changes every day. Find seeds worthy of writing and thinking about. Write across genres: poetry, dialogue (just capture a conversation between people), description, etc. Zoom in on a moment you experience; discuss songs that capture these events for you. Find and respond to charts and graphs worth thinking about.
- Think about drawing or sketching your ideas and writing from those.

Again, be creative as you decide how best to chronicle your thinking. What is the best way to capture this historical moment? You decide. Be creative!

Take risks. Be honest. Try to create writing that you will be interested in re-reading years from now. Chronicle your thinking as we navigate these uncertain times.

Daily Reading:

Find a book to read. Any book that interests you. Your choice. You are asked to read this book for 30 or more minutes every school day. If a book is not available, any kind of reading will count. This includes newspapers, magazines, etc. **You are asked to time your reading every day** and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

| Date | Book | Pages read | Time spent reading |
|------|------------------------|------------|--------------------|
| 3/18 | <i>The Hate U Give</i> | 22-48 | 35 minutes |
| 3/19 | <i>The Hate U Give</i> | 48-68 | 30 minutes |
| 3/20 | <i>The Hate U Give</i> | 68-90 | 40 minutes |
| 3/23 | | | |
| 3/24 | | | |
| 3/25 | | | |

The goal here is 30 minutes a day of sustained, uninterrupted reading. I know that may be difficult for some of you, as you may face interruptions at home, but it is critical that you do your best to find uninterrupted reading time as a means to building your stamina.

Daily Lessons:

The included materials provide instruction for 5 days of work.

Each lesson should be completed in one day, including one day for vocabulary work. Follow the directions provided for each section of the lesson.

Unit 1

Key Ideas and Details in Informational Text

Imagine you are in a scientist's laboratory. You see flasks of bubbling liquids, test tubes, and rubber tubing. The scientist is analyzing a substance by boiling it down to identify its parts. This will help her understand important ideas about the substance and how it can be used.

How is a reader like a scientist? A reader also analyzes a text, breaking it down to identify important **details**. Then, like scientists, readers examine those details to understand the **key ideas** in the text. Sometimes those details provide all the information you need. Other times, readers must use those details to make inferences, or figure out what the author really means.

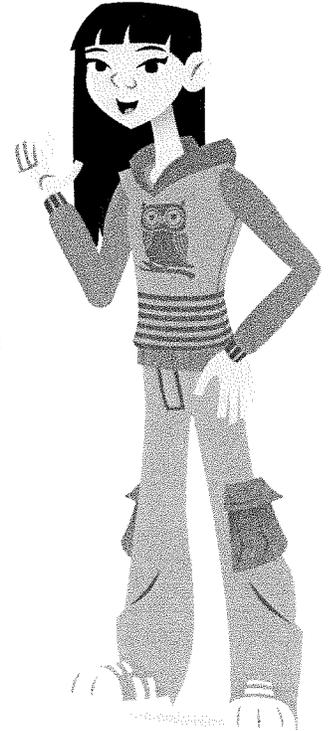
In this unit, you will learn how to read closely and to use evidence, or details, to support your understanding of an informational text. You will also learn how to use the details to summarize the text. You will read about important people, events, and ideas and show why they are important. Put on your lab coats as you fill your test tubes with unusual plant life, unexplained mysteries, and legendary places. Don't forget your goggles!



✓ Self Check Fill out the Self Check on the next page. ►

Unit 1 Key Ideas and Details in Informational Text continued

Before starting this unit, check off the skills you know below. As you complete each lesson, see how many more you can check off!



✓ Self Check

I know how to:

find the central idea of a text and the details that help support it.

summarize a text without giving personal opinions.

cite evidence to support inferences about a text.

explain how an individual, event, or idea is introduced and described in a text.

Before
this unit

After
this unit

Lesson 1 Part 1: Introduction 

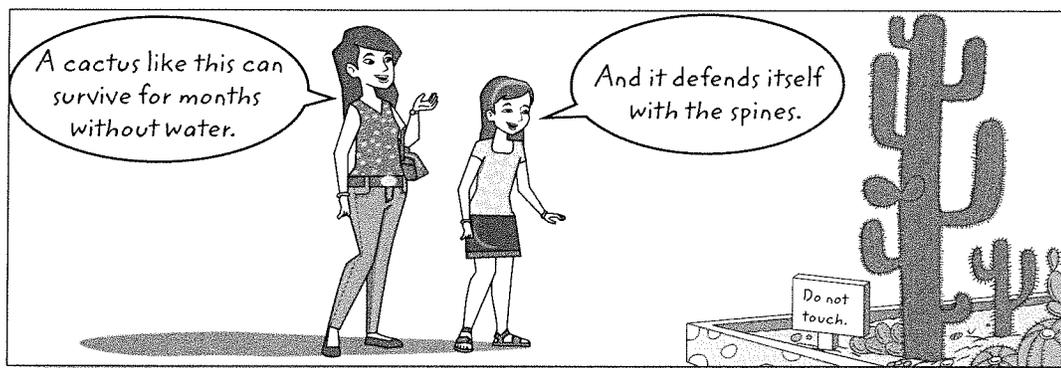
Determining Central Idea and Details

1 MS CCAS RI.6.2: Determine a central idea of a text and how it is conveyed through particular details...

Theme: *Extraordinary Plants*

Think about your favorite story. If you had to tell a friend what it's mostly about, what would you say? A text's **central idea** is the most important point the writer is trying to make. Sometimes the central idea is directly stated, but more often it's not. **Supporting details** are facts, examples, reasons, or descriptions that expand on the central idea.

Look at the picture. What is the central idea? What supporting details do you see?



Complete the chart. First, find and record a third supporting detail. Then figure out what important point the illustrator is trying to make.

| | | |
|--|---|--------------------------|
| Central Idea | | |
| | | |
| Supporting Detail | Supporting Detail | Supporting Detail |
| A cactus can survive for months without water. | The sign states the cactus should not be touched. | |

Readers determine a text's central idea and supporting details so they can better understand the text's meaning. A central idea often needs to be figured out by analyzing the supporting details. Think of yourself as a detective describing a complex situation and finding clues to support your observations.

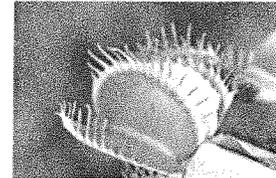


Read the first paragraph of a scientific account about the Venus flytrap.

Genre: Scientific Account

The Unusual Venus Flytrap *by Amy Baker*

The Venus flytrap is a unique plant with many admirers. This carnivorous plant grows in the bogs of North America. With red-lined lobes that resemble a mouth, the Venus flytrap looks more like a creature than a plant. It uses these lobes to capture and eat insects. It can even digest small frogs! The lobes have small trigger hairs that cause the plant to clamp down in an instant when unsuspecting prey comes too close. Finger-like extensions called *cilia* intertwine to keep the lobes shut tight. It is this trapping action that people find so fascinating.

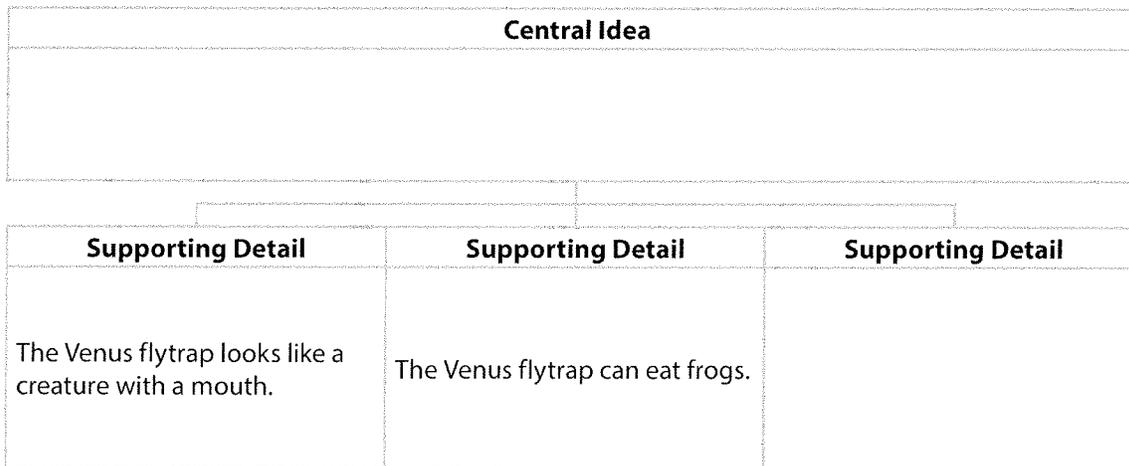


(continued)

Explore how to answer these questions: “What is the central idea of the paragraph? What details support this idea?”

The central idea is the most important point the author makes. The central idea is not always directly stated. You often need to figure it out based on the details and state it in your own words.

Reread the title and the first and last sentences of the paragraph to look for clues about the central idea. Write the central idea in the middle of the web. Then skim the paragraph to find details that support this idea. Two supporting details are shown below.





Close Reading

Find and **underline** the sentence in this paragraph that most closely restates the central idea you found on page 4.

Continue reading about the Venus flytrap. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes. The flytrap does not have the muscles, tendons, or nervous system necessary for movement. Scientists guess that the trap might close using some electrical impulses and pressure changes. The longer they study the Venus flytrap, the more likely scientists are to discover how it functions. It should be no mystery, however, why this unusual plant has captured the imaginations of so many people.

Hint

Which choice best represents what the author wants readers to take away from this text?

Circle the correct answer.

Which sentence from the paragraph best shows the text's central idea?

- A** "One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes."
- B** "The flytrap does not have the muscles, tendons, or nervous system necessary for movement."
- C** "Scientists guess that the trap might close using some electrical impulses and pressure changes."
- D** "It should be no mystery, however, why this unusual plant has captured the imaginations of so many people."

Show Your Thinking

Explain how the answer you chose conveys the text's central idea.

Pick one of the answers you did not choose. Tell your partner why that sentence is not the best illustration of the text's central idea.



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



The author opens the account by asking why so many people would want to see the corpse flower. I will underline a detail that supports the idea that many people want to see the flower.

Close Reading

Why do people rush to see the corpse flower? **Underline** details that show why people find it so interesting.

Reread the first and last sentences. What similar idea does the author use to open and close the account?

Genre: Scientific Account

The Corpse Flower *by Stacia Alonzo*

- 1 Why would thousands of men, women, and children wait in line to see a flower that smells like rotting flesh? In May 2003, more than 16,000 visitors did just this when *Titan arum* bloomed in Bonn, Germany. *Titan arum*'s nickname of "corpse flower" emphasizes its unusual smell—like a decomposing body—when in bloom.
- 2 Scent isn't these flowers' only unique trait. They also grow at an impressive rate. The Bonn corpse flower reached a height of nine feet in full bloom. They bloom for only one to two days at a time, and their leaves open to reveal the dark red color of raw flesh. When a corpse flower blooms, people flock to witness the unforgettable sight of a man-size flower ripe with the color and scent of death.
- 3 This rare flower was first discovered in Sumatran rainforests in 1878. Although corpse flowers still grow there, they are endangered. To learn about the flowers, biologists raise them in botanical gardens. Some flowers never bloom, and others only bloom once. When a flower opens, biologists have only one or two days to observe the process.
- 4 Biologists have learned that these plants can grow up to six inches a day and reach nine feet tall. The rotting flesh scent lures in insects for pollination. Biologists analyzed the scent to determine how close it is to that of real rotting meat. Here's one fact they learned: the human nose can't detect a difference in the scents. Given *Titan arum*'s strange traits, who wouldn't jump at the chance to see the world's worst-smelling flower?



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

from “Against All Odds: Earth’s Fragile Pioneers”

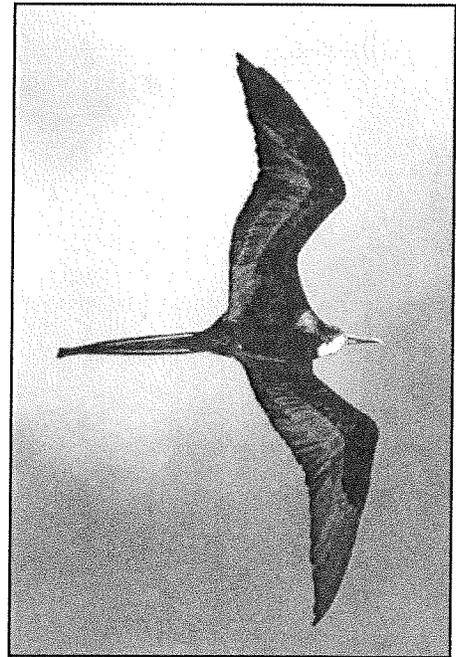
by Stephen James O’Meara, *Odyssey Magazine*

1 One species every 70,000 years! That’s the rate at which plants and animals once colonized the Hawaiian Islands. Countless millions of them had the chance, but only the most rugged pioneers—a salt-resistant seed, an insect clinging to a raft of wood, a strong-winged bird—survived the long voyage across the Pacific from their native continents. Of the hundreds of species that did make it to Hawaii, only a few survived the seclusion and harshness of the burning volcanic islands. It took time, but these barren new “worlds,” risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life.

2 Of course, the story of the invasion of life is similar all across the globe. But what makes the Hawaii story special is the incredible distance life had to travel to get there. Remote and alone in the heart of the North Pacific, Hawaii is the most isolated island group on Earth. . . . Yet, life did get to Hawaii, and it did so in three ways: by wind, wings, and water.

3 *Wind.* Many of Hawaii’s plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force. Each January, the eastward-flowing jet stream makes a southerly meander over Asia. As the wind in the jet stream moves away from Asia, it slows to a minimum of about 110 kph just over Hawaii. Are you getting the picture? Quite a transport mechanism here! Now, picture this: A gale-force wind in Asia strips a plant of its seeds and lifts a few spiders and insects off the ground, making them airborne . . . where they are then transported eastward at hurricane force until the winds slow and the seeds, spiders, and insects sprinkle down on the islands. The entire journey can take just four hours!

4 *Wings.* Insects, seeds, and spiders (as well as other life forms) can take alternate means of transport to Hawaii—such as hitching a ride on a migrating or storm-driven bird. With a wingspan of over two meters, the great frigate bird is a soaring wonder. Its powerful wings can carry it effortlessly across the tropical Pacific. Now imagine one of these gets caught in a hurricane. It soars with the wind until it sights land—in this case, Hawaii. After a long journey, it rests. A seed from a favorite berry it has eaten drops into a crevice and, in time, takes root. Years later, another great flier arrives. Preening itself, the bird frees a seed or a sticky land snail from its feathers. One by one, over the millennia, these birds have transported troops of accidental “tourists” to Hawaii.



the great frigate bird in flight



5 *Water.* Partnered with the wind, surface currents waltz around the world's oceans, carrying with them all sorts of debris. Few seafaring seeds have what it takes to survive the long, meandering journey to Hawaii. . . . One plant whose seeds meet these requirements is the Hala—one of the world's oldest known flowering plants, dating back 250 million years. How do its seeds survive the salty ocean? They are snuggled in a blanket of spongy material, which can float in the sea for months or even years. A species of Hawaiian crickets rafted in on pieces of floating wood. They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave. They soon adapted, however, giving rise to an endemic species—one found nowhere else on Earth.

Answer the following questions.

1 This question has two parts. Answer Part A, and then answer Part B.

Part A

Which of the following is the **best** statement of the central idea of "Against All Odds: Earth's Fragile Pioneers"?

- A** The story of the invasion of life is nearly the same everywhere in the world.
- B** Hawaii's story is unique because of the great distance life traveled to get there.
- C** The jet stream causes the wind to move away from Asia and blow right over Hawaii.
- D** Certain species, such as Hawaiian crickets, struggle and adapt to survive.

Part B

Which choice **best** supports the answer in Part A?

- A** "One species every 70,000 years! That's the rate at which plants and animals once colonized the Hawaiian Islands."
- B** "It took time, but these barren new 'worlds,' risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life."
- C** ". . . Hawaii is the most isolated island group on Earth. . . . Yet, life did get to Hawaii, and it did so in three ways: by wind, wings, and water."
- D** "They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave."
- E** "One plant whose seeds meet these requirements is the Hala—one of the world's oldest known flowering plants, dating back 250 million years."



- 2** The central idea of paragraph 3 is that wind helped bring plant and animal life to Hawaii. Which sentence from the paragraph **best** conveys that central idea?
- A** “Many of Hawaii’s plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force.”
 - B** “Each January, the eastward-flowing jet stream makes a southerly meander over Asia.”
 - C** “As the wind in the jet stream moves away from Asia, it slows to a minimum of about 110 kph just over Hawaii.”
 - D** “The entire journey can take just four hours!”

- 3** Which detail **best** conveys the central idea of paragraph 4?
- A** Insects and seeds travel on birds that migrate or flee from storms.
 - B** The great frigate bird has an impressive, two-meter wingspan.
 - C** Berry seeds often drop into cracks and crevices and start to root.
 - D** Birds can loosen seeds and snails when they preen their feathers.

- 4** Paragraph 5 states that Hala seeds “can float in the sea for months or even years.” Explain how this detail supports the central idea of the article. Cite at least **one** detail from the text to support your response.

 **Self Check** Go back and see what you can check off on the Self Check on page 2.

Lesson 2 Part 1: Introduction 

Summarizing Informational Texts

1 MS CCRS RI.6.2: ... provide a summary of the text distinct from personal opinions or judgments.

Theme: *Links in the Food Chain*

When you give a **summary** of informational text, you briefly restate in your own words the text’s central idea and its most important details.

Read the text below. After you read it, locate and underline its central idea.

The emerald ash borer (EAB) is an invasive pest that is threatening ash trees in the eastern United States. Native to parts of Asia, EABs were likely brought to the United States in the wood of shipping crates or packing material used in international shipping. The insect was identified in 2002 by scientists in Michigan who were investigating the widespread death of native ash trees. EAB larvae live under the bark of ash trees and feed on the trunk, cutting off the flow of water and nutrients that the tree needs to live.

Now complete the chart below. It will help you figure out the most important details to include in a summary of the text.

| Important Detail | Important Detail | Important Detail |
|---|---|--|
| The emerald ash borer (EAB) is an insect that came to the United States from _____. | When EAB larvae feed on ash trees, they cut off the trees’ _____. | The feeding habits of the EAB are causing _____. |
| ↓ | ↓ | ↓ |
| Summary | | |
| The emerald ash borer is an insect that came to the United States from Asia. When the larvae of this insect feed on ash trees, they cut off the trees’ water and nutrients, killing them. | | |

A summary should state only what the text says, not the reader’s **opinions** (personal ideas).

Read this draft of a summary about the emerald ash borer. Cross out any opinions.

The emerald ash borer is an annoying pest that destroys ash trees by feeding on their trunks. The EAB came from Asia, probably in shipping crates, and I wish they would go back there!

When summarizing a text, put its central idea and most important details in your own words. It’s a great way to make sure you understand what you’re reading!



Read the first two paragraphs of a scientific account about a food chain.

Genre: Scientific Account

Snakes' Place in the Food Chain *by Anna Axtell*

Many people consider snakes to be pests, but snakes are a vital part of the food chain, as are all organisms on Earth. A change within a food chain affects all of the organisms in that food chain.

Consider the following food chain, which can be found throughout the United States:

acorn → mouse → snake → hawk

The acorn is the seed of a producer—an organism (an oak tree, in this case) that makes its own food from the sun. The second link is a primary consumer—an organism that eats producers. The snake and the hawk are secondary and tertiary consumers (also called predators) that eat other animals.

(continued)

Explore how to answer this question: *"How can I best summarize this part of the scientific account?"*

The author provides a central idea and details. Identifying them and summarizing, or restating in your own words, will help you understand and remember the information.

Reread the account above and do the following:

- Find and underline the central idea
- Circle the three most important details.

Then examine the summary below and cross out the opinion statement.

Snakes, like all organisms, are a vital link in the food chain even though I think they are pests. In a snake's food chain are acorns (producers), mice (primary consumers), and hawks (tertiary consumers).

Explain to a partner what you crossed out and why. Then take turns summarizing this part of the account without including any opinions or judgments.



Close Reading

Underline the sentence that states the central idea.

Continue reading about connections in a food chain. Use the Close Reading and the Hint to help you answer the question.

(continued from page 12)

If the snake population changes, other changes occur up and down the food chain. If the snake population increases, more snakes eat more mice. Fewer mice are left to eat acorns, so perhaps more acorns grow into oak trees. In addition, more snakes would mean more food for the hawks. Or, consider the alternative. If the snake population decreases, the mouse population would increase. More mice would eat more acorns, so fewer oak trees would grow. And the hawk population, without snakes to hunt, might decrease as well. Changing one link in a food chain affects all of the other links, even if just in small ways.

Hint

Which choice restates the central idea but does not include opinions?

Circle the correct answer.

Which of the following best summarizes the entire scientific account?

- A** Some people think snakes are pests, but snakes are part of the food chain. They eat mice, which are the real pests.
- B** Hawks are the fiercest predators in the food chain. They hunt snakes, keeping the snake population from getting too high.
- C** A changing snake population would affect hawks. They would have less to eat, so there would be fewer hawks.
- D** Snakes play an important role in a complex food chain. Their population size affects the number of mice, hawks, and oak trees.

Show Your Thinking

Look at one of the answers that you did not choose. Explain why it is not a good summary.



Find an answer that includes an opinion. Talk with your partner about how you identified it.



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



I'm going to look for "big ideas" that have to do with food webs. I'll underline those big ideas when I find them. That will help me determine the article's central idea.

Close Reading

What forest food chain does paragraph 3 describe? **Underline** the plants and animals in this chain.

Each paragraph gives an example of a food chain in a different ecosystem. **Circle** the name of each ecosystem.

Genre: Scientific Article

from "Food Web" *from National Geographic*

- 1 Food webs connect many different food chains, and many different trophic levels. Food webs can support food chains that are long and complicated, or very short.
- 2 For example, grass in a forest clearing produces its own food through photosynthesis. A rabbit eats the grass. A fox eats the rabbit. When the fox dies, decomposers such as worms and mushrooms break down its body, returning it to the soil where it provides nutrients for plants like grass.
- 3 This short food chain is one part of the forest's food web. Another food chain in the same ecosystem might involve completely different organisms. A caterpillar may eat the leaves of a tree in the forest. A bird such as a sparrow may eat the caterpillar. A snake may then prey on the sparrow. An eagle, an apex¹ predator, may prey on the snake. A hawk, another apex predator, may prey on the eagle. Yet another bird, a vulture, consumes the body of the dead hawk. Finally, bacteria in the soil decompose the remains.
- 4 In a desert ecosystem, an autotroph² such as a cactus produces fruit. Herbivorous insects, such as flies, consume the cactus fruit. Birds such as the roadrunner consume these insects. Detritivores³ such as termites eat the roadrunner after it dies. Bacteria and fungi help decompose the remaining bones of the roadrunner. The carbon in the bones enriches the desert soil, helping plants like cactuses develop.

¹ **apex:** top, highest

² **autotroph:** a life-form that makes its own food

³ **detritivore:** an animal that feeds on dead plants and animals



Hints

Which choice tells the central idea of the article?

Which choice tells the paragraph's central idea without any opinions?

What is the central idea of the whole article? What important details does each paragraph give?

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

- 1 Which of the following best states the central idea of the article?
 - A Both long and short food chains make up food webs.
 - B Food webs connect different food chains and trophic levels.
 - C Food webs consist of many different food chains, the shortest of which involves grass, rabbits, foxes, and decomposers.
 - D The food chains that make up food webs stay in balance naturally as long as humans don't interfere.

- 2 Which statement best summarizes the central idea and important details of paragraph 3?
 - A A forest food chain that includes leaves, caterpillars, sparrows, snakes, eagles, hawks, vultures, and bacteria is one of the longest in that ecosystem.
 - B One forest food chain begins with caterpillars eating leaves. Then birds, snakes, and larger birds eat each other. Finally, bacteria in the soil decompose the remains.
 - C A forest food chain starts with trees, leaves, and caterpillars. Birds eat the caterpillars and are eaten by snakes. The chain continues until a vulture eats a disgusting dead thing.
 - D One ecosystem may have many different food chains. One example of a food chain in a forest involves leaves, caterpillars, sparrows, snakes, eagles, hawks, vultures, and bacteria.

- 3 Write a brief summary of the article. Include at least two details from the text in your summary.



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

Spiders: In Pursuit of Prey

by Harry Gardner

1 Have you seen a spider today? If you have, that's not surprising, because spiders live everywhere, indoors and out. They have adapted to living in deserts, caves, high mountain peaks, and even underwater. There are more than 36,000 known species. In the outdoors, there are as many as several million spiders per acre of land. In fact, you are probably six feet from a spider right now!

2 Spiders are predators and eat mainly insects. Because there are so many spiders, they are very important in controlling insect pests. Spiders eat the mosquitoes and yellow flies that can bite us.

3 Many people think that spiders themselves are insects. Actually, they belong to a class of animals called arachnids. Arachnids have two main body parts (insects have three) and eight legs (insects have six). Other arachnids include scorpions, ticks, mites, and daddy longlegs. Both arachnids and insects belong to a larger group called arthropods. All members of this group have a hard outer skeleton that covers the body, called an exoskeleton.

4 Many spiders have a clever tool for catching prey: a web made of silk. The spider produces silk from glands in the abdomen. The spider uses its two hind legs to "reel out" a fine strand of silk, and then it starts to weave its web.

5 Spiders make different kinds of silk. The yellow-and-black garden spider makes a strong, stretchy silk to build the basic framework of its web. Then it adds a sticky variety that makes it hard for a trapped insect to get away. Spider silk, which is made of protein, is very flexible but stronger than steel!

6 The garden spider weaves an elegant snare called an orb web. This web is basically round, with spokes like a bicycle wheel and many strands connecting the spokes. Some orb weavers lie in wait for their prey at the center of the web. Others attach a tripwire to the center of the web. Then they hide nearby, holding onto the line. When the insect struggles, the line vibrates. Then the spider swings into action. A coating of oil on its feet helps it glide across the sticky threads of the web. When it reaches its prey, the spider usually bites it, and the bite is full of venom. As the insect stops struggling, the spider wraps its meal in silk.

7 If the spider is hungry, it starts digesting the prey right away. Because spiders don't have teeth, they must break down their food in another way. They actually do this outside their bodies. They spit digestive juices onto the insect that liquefy it. Then they can suck down part of their meal a little at a time.

8 Other spiders weave different types of webs. Some build triangle webs, which look like a section of an orb web. The spider waits for its prey at one end corner of the web. Others build small sheet webs between tall blades of grass or branches of shrubs. Directly above this sheet, the spider may spin a web of nonsticky threads. The net causes a flying insect to lose its balance and fall onto the sheet, where the spider is waiting. Finally, many indoor spiders build tangle webs, or cobwebs, often in the corner of a room. They may look messy, but they are effective in catching prey.



9 As a spider web continues to catch meals, it becomes damaged and needs repairs. Orb weavers often build a new web every day, and the task can take less than 30 minutes. If the web is not too damaged, the spider repairs it. Often it eats parts of the old web to save silk.

10 About half of all spiders do not build webs to catch prey. Spiders such as the jumping spider and the wolf spider are called wandering spiders. They find hiding places and wait for passing prey. Unlike a web-builder, this hunter has excellent eyesight. It pounces on insects and stuns them with a bite. Then the wanderer settles down for a nice lunch.

11 Although large spiders such as the black widow are often featured in scary movies, most spiders are small and harmless to humans. They are useful animals and amazing food-catchers, and their unusual habits are fascinating to observe.

Answer the following questions.

1

Which **three** sentences should be included in a summary of the article?

- A It is fun to watch the spiders in the backyard.
- B It is common to find spiders in outdoor areas.
- C Spiders spin webs that help them catch their prey.
- D Spiders are useful because they consume harmful insects.
- E Spiders like black widows often appear in scary movies.
- F Insects have six legs but spiders have eight.

2

Which is the **best** summary of paragraphs 4 through 6?

- A The garden spider weaves an elegant orb web. The web looks like a bicycle wheel. Other species of spiders also create webs with silk spun from their abdomen.
- B Spiders spin silk to weave their webs. When an insect encounters the silky thread, it might become the spider's meal. Different sorts of spider spin different types of web.
- C The spider uses its rear legs to reel out its silk and then weaves a web. Spider silk is even stronger than steel. The garden spider makes two kinds of silk to trap its insect prey.
- D Spider silk is made of protein. The silk creates a strong web that might have a tripwire. Spiders have oily feet. A spider's bite is full of venom.

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.

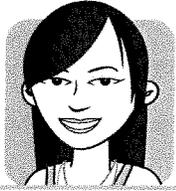
Look for details suggesting why Meldrum is interested in the other samples. One detail is listed in the second column; write another detail there. Then complete the inference statement.

| 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." | <p>Dr. Meldrum is most likely interested in those other samples because . . .</p> |

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



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

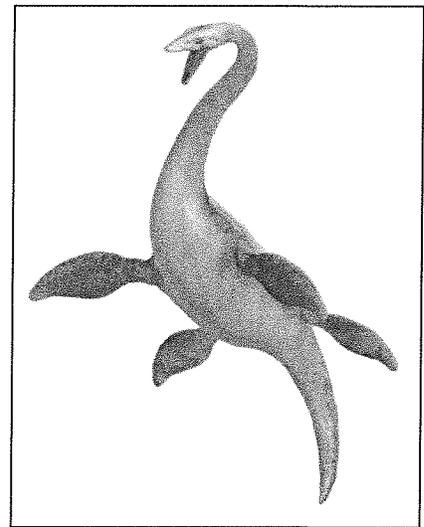
1 The word *loch* is a Scottish Gaelic word for *lake*. And there are a whole lot of lochs in Scotland—more than 500 of them! But one loch, Loch Ness in the Scottish Highlands, is known around the world. The reason for its fame is not its great size or beauty. People know the name *Loch Ness* because 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.

Answer the following questions.

- 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."



3 This question has two parts. Answer Part A, and then answer Part B.

Part A

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** Despite the great interest in the Loch Ness monster, it is highly unlikely that such an animal actually exists.

Part B

Which sentence from the article **best** illustrates the answer to Part A?

- 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** "They concluded that Nessie was a myth."

4 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 2.

Lesson 4 Part 1: Introduction 
Analyzing Key Ideas in a Text

1 MS-CCRS 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).

Theme: *Legendary Places*

How do you keep your friends interested when you're talking to them? You might tell them a story. An **anecdote** is a brief story about an interesting, funny, or strange event, told to entertain or to make a point. An author might use examples and anecdotes to introduce unfamiliar ideas or events in a way that helps readers better understand them.

Read the passage below. Consider the types of information it provides about lost cities.

Lost Cities

Lost cities are places that were once well populated but whose locations were later forgotten. In a few cases, there is physical proof that a city once existed. Other lost cities live only in stories.

Did the lost city of El Dorado, ruled by a king covered in gold, really exist? In 1594, the Englishman Sir Walter Raleigh led an expedition to South America to find the mythical golden kingdom. He did not find the city, but upon his return he claimed to have done so. Stories such as Raleigh's help keep the idea of finding lost cities alive.

Now read the passage again. This time, circle the name of the person mentioned in the text, and underline the anecdote about that person.

Who was the person? What anecdote did the passage tell about them? Read the table below to see one fact, one example, and one anecdote from the passage above.

| Fact | Example | Anecdote |
|---|--|---|
| Lost cities are places that were once well populated, but whose locations were later forgotten. | El Dorado is one example of a lost city. | Sir Walter Raleigh led an expedition to South America to find El Dorado and told people he succeeded even though he failed. |

In a text, the purpose of anecdotes and examples is to help readers better understand individuals, events, or ideas. Anecdotes and examples introduce, illustrate, and elaborate on important information. They turn dry facts into lively discussions of the real world around us.



Read the historical account about the lost city of Atlantis.

Genre: Historical Account

Atlantis: Lost City? *by Julio Gonzales*

Archaeologists and writers have long speculated about the legendary city of Atlantis and its location. According to one theory, Atlantis was an island empire located off Europe in the Atlantic Ocean. It was home to an advanced civilization that existed thousands of years ago. The people of Atlantis tried to dominate the Mediterranean region of the world. Their plans for ruling the area were cut short when the Athenians defeated their army. Soon afterward, a massive earthquake devastated the island, causing it to sink beneath the ocean.

A second theory suggests that Atlantis may have existed on the island of Thera in the Aegean Sea. The island sank into the sea after a major volcanic eruption. There is no evidence, however, to support either theory.

Explore how to answer this question: *“What information does the author include to elaborate on the history of Atlantis?”*

Think about the theories the author gives about Atlantis’s location and what happened to the city.

Look for examples that explain what may have happened to Atlantis. The chart gives an example relating to the first theory. Underline an example relating to the second one. Write it in the box.

| Fact | Example |
|---|---|
| One theory is that Atlantis was located off Europe in the Atlantic Ocean. | A massive earthquake devastated the island, causing it to sink beneath the ocean. |
| Another theory is that Atlantis may have existed on the island of Thera, in the Aegean Sea. | |

Explain the purpose of each fact and example listed in the chart above. What does this information help you understand about Atlantis?



Close Reading

In the second paragraph, the author says that Coronado left for Cibola with Niza as a guide. **Underline** the sentence that provides key information about how Coronado felt once he reached Cibola.

Hint

Which choice gives key information about what happens to Coronado as a result of Niza's stories?

Read the account about the Seven Cities of Gold. Use the Close Reading and the Hint to help you answer the question.

Genre: **Historical Account**

Seven Cities of Gold *by Claudia Vandango*

Five centuries ago, a monk named Marcos de Niza explored the land that would one day be called New Mexico. Niza told fantastic stories about Cibola, a place also called the Seven Cities of Gold. He claimed that he saw cities full of gold.

Spanish explorer Francisco Vázquez de Coronado and his soldiers set out for Cibola with Niza as their guide. When they arrived, however, Coronado was greatly disappointed to find a settlement of small pueblos instead of a golden city. One account tells that Niza admitted he had not actually seen Cibola himself.

Circle the correct answer.

Which sentence from the text best illustrates how Coronado was affected by Niza's stories?

- A "Niza told fantastic stories about Cibola, a place also called the Seven Cities of Gold."
- B "When they arrived, however, Coronado was greatly disappointed to find a settlement of small pueblos instead of a golden city."
- C "He claimed that he saw cities full of gold."
- D "Spanish explorer Francisco Vázquez de Coronado and his soldiers set out for Cibola with Niza as their guide."

Show Your Thinking

Look at the answer you chose above. Explain how the anecdote about Niza and his stories helped you understand how Coronado felt when he reached Cibola.

Tell a partner why the other choices do not illustrate how Niza's stories affected Coronado.



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



I wonder if any explorers found El Dorado. I will underline the sentence in this account that tells me what happened to the explorers who searched for the city.

Close Reading

What happened when a new Muisca chief came into power? **Underline** the sentence that discusses the actual event that occurred.

What examples of riches were present in El Dorado and the Muisca region? **Underline** the sentences in paragraphs 2 and 4 that give information about these areas' wealth.

Genre: Historical Account

The Search for El Dorado *by Lauren Octavio*

- 1 Where did the story of the lost city of gold, known as El Dorado, come from? During the 16th and 17th centuries, explorers searched for this legendary land. The lure of gold led to much disappointment, wasted years, and even death.
- 2 Gonzalo Pizarro, a Spanish explorer in South America, first heard the tales of the golden land from the natives. They told about a place in the Andes Mountains where people worshipped a chieftain covered in gold who tossed golden treasures into a lake. Stories claimed that the chief's followers adorned themselves with gold and jewels that were plentiful in this rich land. The chieftain was known as El Dorado—one who is gilded, or covered in gold.
- 3 When the story of the golden city reached Pizarro, he was determined to find this place for himself and claim the gold. In 1541, he led an expedition to find El Dorado. The party suffered hunger, sickness, and attacks by hostile natives. After much hardship, Pizarro was forced to return home.
- 4 Where did the stories of El Dorado come from if such a city never existed? They might be based on an actual place near Bogota, Colombia. The Muisca people living there were governed by a chief. When a new chief came into power, he was covered in oil or clay and sprinkled with gold dust. In a ritual to ensure a good harvest, the chief would float out to the middle of a lake on a raft and leap in. Later, it was found that the area contained some gold mines, but the riches were nowhere as abundant as in the stories about El Dorado.



Hints

Which sentence does the author use to support the idea that many have struggled to find El Dorado?

Which choice helps the reader understand the origin of the myth of the golden chieftain?

How did the stories about the city being filled with riches differ from the reality of the Muisca region?

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

- 1 Which sentence from the text develops the idea that many explorers have searched for the legendary land of El Dorado?
 - A "When the story of the golden city reached Pizarro, he was determined to find this place for himself and claim the gold."
 - B "Stories claimed that the chief's followers adorned themselves with gold and jewels that were plentiful in this rich land."
 - C "The lure of gold led to much disappointment, wasted years, and even death."
 - D "In a ritual to ensure a good harvest, the chief would float out to the middle of a lake on a raft and leap in."

- 2 Which sentence describes an actual event that may have led people to believe that the chieftain of El Dorado was covered in gold?
 - A "They told about a place in the Andes Mountains where people worshipped a chieftain covered in gold. . . ."
 - B "When a new chief came into power, he was covered in oil or clay and sprinkled with gold dust."
 - C "In 1541, he led an expedition to find El Dorado."
 - D "The chieftain was known as El Dorado—one who is gilded, or covered in gold."

- 3 Describe how the mythical El Dorado was different from the actual place where the Muisca people and their chief lived. Include at least one quote and specific examples from the account to support your answer.



Read the article. Then answer the questions that follow.

from “Secrets of the Lost City of Z”

by Anthony Mason, CBS News Sunday Morning

1 Since the dawn of the modern age, the notion of a pre-historic world, hidden deep in the jungle and untouched by the passage of time, has captivated our imaginations.

2 Before “Jurassic Park,” before “King Kong,” there was “The Lost World.” Written in 1912 by Sherlock Holmes’ creator, Sir Arthur Conan Doyle, “The Lost World” was in turn largely inspired by the real-life adventures of one remarkable man: Col. Percy Harrison Fawcett.

3 David Grann, a staff writer for *The New Yorker* magazine, says in his time Fawcett was a larger-than-life figure: “Oh, he really was. I mean, he was the last of these kind of great territorial explorers who would plunge into the blank spots on the map, carrying a machete, essentially, and an almost divine sense of purpose.”

4 Grann was researching an article on Conan Doyle when he came across a reference to Fawcett.

5 “I had typed Fawcett’s name into one of these newspaper databases, and up came all these kind of crazy headlines: *Fawcett disappears into the unknown. A movie star kidnapped trying to save Fawcett.*”

6 “I had never heard of this man, and I quickly discovered there was this legendary figure,” Grann said. “And this enormous mystery that had been eclipsed by history. And it really intrigued me.”

7 So Grann started digging. Fawcett, he learned, was an honored member of Britain’s renowned Royal Geographical Society.

8 “He would live in the jungle for years at a time without contact with the world,” Grann said. He discovered stories about “how he’d battle anacondas and electric eels, and how he’d emerge with maps of regions that no one had ever come back from.”

9 In April 1925, Fawcett set out with just two others—his 21-year-old son Jack, and Jack’s best friend, Raleigh Rimmel—on what was to be his crowning adventure . . . finding the remains of a lost world he believed existed deep in the Amazon jungle of South America.

10 Fawcett called his mythical city, simply, “Z.”

11 After 30 years as an explorer, Fawcett’s survival skills were unrivaled. But this time, he went in . . . and never came out.

12 “Well, we know he got as far as a place called Dead Horse Camp, where he would send these dispatches back for five months,” said Grann. “And then after the fifth month, the dispatches ceased. And they were never heard from again.”

13 . . . setting off one of the greatest manhunts of the 20th century.

14 George Dyott was the first, taking a film crew with him into the Amazon in 1928 and radioing back regular progress reports.

15 But he never found Fawcett.



- 16 In 1996 Brazilian financier James Lynch launched a multi-million dollar expedition to finally solve the mystery. But he and his party were kidnapped by tribesmen.
- 17 They were released only after surrendering \$30,000 worth of gear.
- 18 Now, finally, after 85 years, the mystery that has tantalized so many may finally have been solved by perhaps Fawcett's least likely pursuer.
- 19 Grann turned his jungle adventure into a best-seller, "The Lost City of Z," in which he recounts Fawcett's final days.
- 20 "We stayed with many of the same tribes that Fawcett stayed with," said Grann. "And to my astonishment, they had an oral history about Fawcett and his expedition.
- 21 "It describes how Fawcett had insisted on moving eastward, towards the 'River of Death.' And the tribe tried to persuade them not to go in that direction. In that direction were what they referred to as 'the fierce Indians.' And off he marched.
- 22 "And they could see the fire for five days, rising above the treetops. And then on the fifth day, it went out as if it was snuffed out. And they had no doubt that they had been killed by the Indians."
- 23 No physical trace of Fawcett has ever been found. But Grann's efforts did bring one revelation to light: Fawcett may have been right about the "lost civilization" after all.
- 24 "In the last few years, archaeologists are now going into this region using high-tech gadgetry that Fawcett could never imagine—satellite imagery, ground penetrating radars to pinpoint various artifacts," said Grann. "And they are discovering ancient ruins scattered throughout the Amazon.
- 25 "One archaeologist has found, in the very area where Fawcett believed he would find Z, 20 pre-Columbian settlements that had roads built at right angles, bridges, causeways, and that a cluster of these settlements that were interconnected had populations of between 2,500 to 5,000 people, which would have made them the size of many medieval European cities at the time."

Answer the following questions.

- 1** How does the author introduce the idea of a hidden, prehistoric city in the jungle?
- A** He provides details about the precise time in which the city existed.
 - B** He describes what a prehistoric jungle city would have been like.
 - C** He lists novels and movies that feature examples of such cities.
 - D** He explains why Percy Fawcett was interested in looking for such a city.



2 This question has two parts. Answer Part A, and then answer Part B.

Part A

Which claim does the author make in the passage?

- A** The search for Fawcett was extensive.
- B** People spent too much time and money searching for Fawcett.
- C** David Grann was the smartest of those who joined the manhunt.
- D** High-tech gadgets helped solve the mystery of Fawcett’s disappearance.

Part B

Which **three** sentences from the passage support the answer in Part A?

- A** “George Dyott was the first, taking a film crew with him into the Amazon in 1928 and radioing back regular progress reports.”
- B** “In 1996 Brazilian financier James Lynch launched a multi-million dollar expedition to finally solve the mystery.”
- C** “They were released only after surrendering \$30,000 worth of gear.”
- D** ““In the last few years, archaeologists are now going into this region using high-tech gadgetry that Fawcett could never imagine. . . .”
- E** “But Grann’s efforts did bring one revelation to light: Fawcett may have been right about the ‘lost civilization’ after all.”
- F** ““One archaeologist has found, in the very area where Fawcett believed he would find Z, 20 pre-Columbian settlements”

3 The author of the passage thinks that Percy Fawcett was “a remarkable man.” Write a short paragraph explaining how the text supports the idea that Fawcett was a remarkable man. Use at least **two** details from the text in your response.

 **Self Check** Go back and see what you can check off on the Self Check on page 2.

Lesson 12

Greek and Latin Word Parts

1 MS CCSS L.6-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).



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</i> , <i>mov</i> | "move" |
| <i>cycle</i> | "circle, wheel" | <i>vis</i> , <i>vid</i> | "see" |
| <i>therm</i> | "heat" | <i>metr</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</i> , <i>-ence</i> | "state of" |
| <i>bi-</i> | "two" | <i>-ion</i> , <i>-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.

Mint

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.



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

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

Lesson 11

Using Context Clues

1 MS-CCRS L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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 animals that are hunted by predators. |
| Examples | <i>like, such as, for example</i> | <u>Predators</u> , such as hawks, owls, and snakes, hunt rabbits. |
| Cause and Effect | <i>as a result of, because, and thanks to</i> | Because many animals depended on the number of wild 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.



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

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