

6<sup>th</sup> Grade ELA  
Live Oak Middle School

Dear Parents and Students,

In order to keep our students' minds active during this unprecedented time, we have created a learning packet and calendar for the next three weeks to keep your sixth-grader on track for ELA. These assignments will be turned in when students return to school. Please contact us if you have any questions about the material. All teachers will be available to return messages and respond to emails between the hours of 2pm and 4pm each weekday.

In addition to the materials provided, we recommend that students read a minimum of 30 minutes per day from a book or article of their choice. Remember, every student has a Livingston Parish Library e-card number, and there are lots of e-books and audiobooks available. If you need any book recommendations or help accessing library materials, please email your ELA teacher, and we will be happy to help. Some teachers have also created additional optional enrichment activities to keep students motivated and connected during this time. Details on these activities will be sent through Remind.

We are missing our students already, and we wish everyone the best during this trying time.

Sincerely,

LOM 6<sup>th</sup> Grade ELA Teachers

**6<sup>th</sup> Grade ELA Teachers' Remind codes and emails:**

To join a remind, text your ELA teacher's code to 81010, or go to Remind.com and sign up for email reminders.

**Cleveland:** Remind code: @3kg33g      Email: kim.cleveland@lpsb.org

**Courville:** Remind code: @lcourvi      Email: [lauren.courville@lpsb.org](mailto:lauren.courville@lpsb.org)

**O'Neill:** Remind code: @3f8ef24      Email: tiffany.oneill@lpsb.org

**Reynerson:** Remind code: @reynerson6      Email: misty.reynerson@lpsb.org

**Tarver:** 1st/2nd (@TarverELA1), 3rd/4th (@TarverELA3-4), & 5th/6th (@TarverELA5-6)

Email: brooke.tarver@lpsb.org

# March

2020

LOM 6<sup>th</sup> Grade Reading/English

Student Learning Home Packet #1

13 14

15	16	17	18	19	20	21
					ELA Materials Available for Pick Up at LOM	
22	23	24	25	26	27	28
<b>ASSIGNMENT #1</b> "Looking for the Loch Ness Monster" 1. First Read 2. Answer questions 1-4		<b>ASSIGNMENT #2</b> "Looking for the Loch Ness Monster" 1. Close Read and *Annotate the text 2. Short Answer #5 (Must be 5-8 sentences)		*Annotate for: 1. Who 2. What 3. When 4. Where 5. Why 6. Unfamiliar words		
29	30	31				
<b>ASSIGNMENT #3</b> "Worth More Than Gold" 1. First Read 2. Answer questions 1-4						

# April

2020

LOM 6<sup>th</sup> Grade Reading/English

Student Learning Home Packet #1

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
			<b>ASSIGNMENT #4</b> "Worth More Than Gold" 1. Close Read and *Annotate the text 2. Short Answer #5 (Must be 5-8 sentences)	*Annotate for: 1. Who 2. What 3. When 4. Where 5. Why 6. Unfamiliar words		
5	6	7	8	9	10	11
<b>ASSIGNMENT #5</b> "Dust" 1. First Read 2. Answer questions 1-5			<b>ASSIGNMENT #6</b> "Dust" 1. Close Read and *Annotate the text 2. Essay #9 (Must be 15-20 sentences)	*Annotate for: 1. Who 2. What 3. When 4. Where 5. Why 6. Unfamiliar words 7. Character Traits		
12	13	14	15	16	17	18
Easter Break!						
19	20	21	22	23	24	25
26	27	28	29	30		



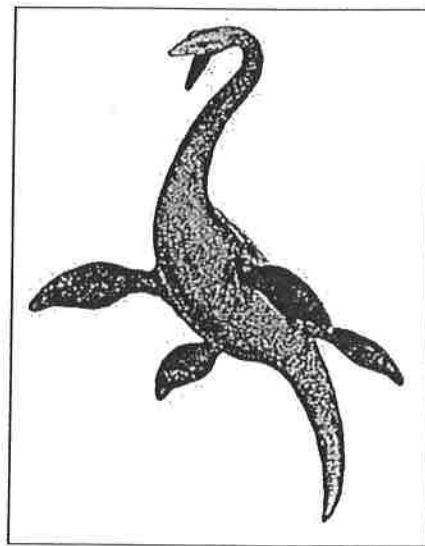
Read the scientific account. Then answer the questions that follow.

## 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.



an artist's depiction of a plesiosaur

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



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.

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**Self Check**

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



## Reading

Read the passage. Then answer the questions that follow.

# Worth More Than Gold

by Amy Charles

1 Every summer, millions of acres of America are green with growing crops. American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight. There's also something eerie about it, though. Each field grows an army of identical plants. Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA. That means it has the same instructions for building itself. This kind of field is called a monoculture, *mono* meaning "one."

2 This is of some benefit to the farmer because each plant grows about as well as the next. The farmer is in trouble, however, if a pest or disease strikes. If one cornstalk in the field can be killed easily by an attacker, so can all the rest. This was a serious problem in Ireland long ago. The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes. Because all the potatoes in Ireland at the time were so similar, most of the potato crop died. And because potatoes were the main food in Ireland at the time, people began to starve. The situation became even worse because the fungus stayed in the ground. When new potatoes were planted, the fungus killed them, too. Within 25 years, nearly half of Ireland's people had starved or moved away.

3 Why was the famine so destructive in Ireland? One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA. DNA tells the cell how to take atoms, the smallest pieces of matter, and make from them the smallest pieces of the body. These pieces, called molecules, are too small for us to see, but once they're made, the molecules work together to grow the body and keep it alive.

4 Some molecules are great at fighting disease. Unfortunately for those desperate farmers in Ireland, none of the potatoes they planted, year after year, could make the right molecules. Because of this, the potatoes weren't protected from the fungus.

5 Scientists now know how to solve that problem, and the answer lies in how DNA works. DNA is a molecule, too—a long molecule at the center of the cell. The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs. We call the recipe for each molecule a gene. If you want molecules that will fight potato fungus, you need the genes for making those molecules. If a potato doesn't have those genes, that potato can't fight the fungus. One way to solve the problem is to give the potato the right genes. To find those genes, we look in other strains, or kinds, of potatoes. We look for a potato that can fight off the fungus. That potato has the genes for making the right molecules. Then all we have to do is put that plant's genes into the unprotected potato plants. And, roughly speaking, we know how to do that.

**Go On**

6 Here's the big question, though: Where do you find that super-strong potato when a fungus is attacking? The answer comes from scientists and farmers around the world who have built gene banks to keep our food supply safe. All over the world, scientists and farmers collect seeds from different crop plants—corn, potatoes, alfalfa, wheat, oats, rice, and every other grain, fruit, and vegetable; they collect them all. They record what diseases and pests each plant can fight off, and they record which plants can live well in certain conditions, such as limited water, high heat, floods, or poor soil. Then they store seeds from each plant in a safe place, a gene bank.

7 Now, when a pest attacks a wheat crop in Oklahoma, scientists don't wait. They look in gene banks for a strain of wheat that fights that pest well. They can use that wheat's genes to create a new wheat plant that will grow well in Oklahoma and will also fight off the pest.

8 There are more than 1,600 plant gene banks around the world, and one of the most famous gene banks is in Norway. It's an abandoned coal mine north of the Arctic Circle, in a group of islands called Svalbard. This bank stores backup copies of seeds that are in other banks around the world. The Svalbard bank now has copies of over half a million seeds. If crops are in trouble, what's in those vaults is worth more than gold.

9 That's the extent to which scientists and farmers around the world go to protect those crops growing all across the Midwest—and Brazil, and Russia, and China. Thanks to their work, the food supply for seven billion people is safer than it ever was before.

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**1** Which sentence from the passage **best** supports the idea that growing monocultures can be risky?

- A "American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight."
- B "Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA."
- C "If one cornstalk in the field can be killed easily by an attacker, so can all the rest."
- D "One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA."
- E "The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs."
- F "They look in gene banks for a strain of wheat that fights that pest well."



2

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is one main idea of "Worth More Than Gold"?

- A Gene banks protect the world's food supply.
- B People have studied DNA for hundreds of years.
- C Monocultures are often destroyed by pests.
- D The Irish potato famine began in 1845.

**Part B**

Which sentence from the article **best** supports the answer to part A?

- A "That means it has the same instructions for building itself."
- B "Because all the potatoes in Ireland at the time were so similar, most of the potato crop died."
- C "If you want molecules that will fight potato fungus, you need the genes for making those molecules."
- D "If crops are in trouble, what's in those vaults is worth more than gold."

3

Which of the following would **not** belong in a summary of the passage?

- A The Irish potato famine in the 1800s was made worse because people at the time did not know about DNA.
- B To get molecules that will fight a potato fungus, you need to have the right materials.
- C One solution to possible problems caused by monocultures lies in the field of genetics, in plant DNA.
- D To protect the world's crops, a gene bank in Svalbard, Norway, has backup copies of more than half a million seeds.

**Go On**

4

What is the main purpose of paragraph 5?

- A It introduces the topic of worldwide famine.
- B It provides a definition of the key term "fungus."
- C It shows how genes can solve the problem of crop disease.
- D It poses and answers logical questions about DNA and genes.

5

Read the statement below.

The author of this passage has great respect for the scientists and farmers who have made gene banks possible.

How can you tell this statement is true? Use two details from the text to support your answer.

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## Unit 2 Interim Assessment

Read the story. Then answer the questions that follow.

*In the 1930s, the United States was stuck in a deep economic depression that left millions of people without jobs. In part of the Great Plains, an environmental disaster known as the Dust Bowl added to the hard times. A long drought combined with years of poor farming practices made the land vulnerable to extreme wind erosion. Farmers watched helplessly as the topsoil that had once nourished their crops blew away. In this fictional selection, a boy and his family struggle with the hardships of the Dust Bowl.*

### Dust

by Charles Grayson

1 As Edwin rested his cheek against the side of his cow, Nelly, he could hear the wind whistling through the barn walls and see the air begin to darken with dust. Annie and Jewel were giggling as they played in the hayloft above him when one of the girls began to wheeze. Edwin quickly finished milking the cow and called to his sisters. “Hurry up, girls,” he said, “another black blizzard is coming.”

2 The wind suddenly picked up strength, and before Edwin’s eyes, the farmhouse—only 50 feet away—became nearly invisible. Without hesitation, Edwin grabbed two pieces of heavy twine, tied one around each girl’s waist, and then tied the two girls together. He took Annie’s hand and instructed her to hold tightly to Jewel. Leaning into the blinding wind, Edwin slowly navigated them back to the house.

3 Inside, Ma was relieved to see the children. With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family. Although it was early morning, the dust storm outside made the small farmhouse dark and dismal. Edwin slapped the dirt from his jacket with his hands. He was weary of the dust, too, but he was smiling inside because tomorrow his father was coming home.

4 The next morning dawned clear and calm. Edwin swept the house while his mother worked in the yard, rescuing her daffodils from the dust that had drifted against the foundation of the house like gritty snow. The clatter of a rundown automobile heralded the arrival of Edwin’s father, and the boy raced outside.

5 The family gathered around Pa, who hugged each one of them tightly. He had been in Arizona for three weeks picking cotton. This spring the ground was hard and barren, and the constant dust storms made it impossible to cultivate crops. Pa had to find some way to earn money—his children were wearing tattered hand-me-downs, and his small herd of cattle was slowly starving.



6 When Ma asked about the work, Pa said that the wages he earned were far less than what had been promised. Still, he'd brought home enough money to see them through another month. Eventually, the joy of being reunited with his family faded, and the careworn expression returned to Pa's face.

7 After Pa had been home a few days, Edwin overheard his parents having a serious discussion. "I just don't know if I can leave our home," Ma said, a note of grief in her voice. Pa had heard there was work on commercial farms in California, where cotton, oranges, and other crops grew nearly year round.

8 "I know it's not like owning our own farm, but what choice do we have?" Pa pleaded. Afterward, Ma went into the yard and stood for a long time by her beloved lilac bush, staring out at the desolate fields.

9 Later, Pa asked Edwin to ride the horse into town to purchase provisions. Edwin rode at a slow pace, thinking. He didn't like it when his parents argued, and he didn't like it when his father had to leave home to work. Most of all, Edwin wished there was something he could do to assist his family. At the store, he walked past the half-empty shelves to the back counter and asked Mr. Harburger for beans and flour.

10 As Edwin waited, something bright and orange caught his eye. It was an old advertisement on the shelf in front of him—a photograph of a glistening orange grove with the words "Sunny California" splashed across the top. Edwin had never seen an orange grove before. Studying the picture, Edwin's face brightened. "Take it," Mr. Harburger said with a wink. At home, Edwin tacked the picture up next to his bed. One day, Edwin even caught his mother examining the photograph of the orange grove, smiling for the first time in a long time.

11 When autumn arrived, Edwin's parents learned the government was offering to buy starving livestock for slaughter. Most farmers knew their animals could not survive another winter, so they accepted the offer in exchange for some much-needed cash. After a long discussion, Edwin's parents did the same. Edwin sensed a change was coming.

12 The cow Nelly remained, but Edwin could see that she was becoming desperately thin. The next day, Edwin sold Nelly at the Baileys' farm. The Baileys were doing better than most folks, though Edwin couldn't say why. He returned home with 16 dollars in his pocket and a little relief knowing that Nelly would be cared for.

13 Later that evening, Edwin's parents made an important announcement: they would be packing whatever would fit into their old automobile and moving to California. Then Edwin made his own announcement. "Here," he said, handing his father the 16 dollars. "We can buy fuel with this!"



1

Read this sentence.

Edwin wants to help his family during this difficult time.

Which of the following sentences from the story best supports this statement?

- A "After Pa had been home a few days, Edwin overheard his parents having a serious discussion."
- B "Later, Pa asked Edwin to ride the horse into town to purchase provisions."
- C "At home, Edwin tacked the picture up next to his bed."
- D "The next day, Edwin sold Nelly at the Baileys' farm."

## Answer Form

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

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

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

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

5A (A) (B) (C) (D)

5B (A) (B) (C) (D)

Number  
Correct

/ 6

2

Which statement best supports the idea that the Dust Bowl made it difficult for families to survive?

- A "With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family."
- B "Although it was early morning, the dust storm outside made the small farmhouse dark and dismal."
- C "He was weary of the dust, too, but he was smiling inside because tomorrow his father was coming home."
- D "Edwin swept the house while his mother worked in the yard, rescuing her daffodils from the dust that had drifted against the foundation of the house like gritty snow."

3

Which statement best expresses the theme of this story?

- A Don't rely on others for help.
- B You can't make a person change.
- C Try to find the good in every situation.
- D Be content with what you have.



4

The family in the story demonstrates the idea that people are adaptable, or willing to change when needed. Which sentence from the passage **best** shows this idea?

- A "Annie and Jewel were giggling as they played in the hayloft above him when one of the girls began to wheeze."
- B "Although it was early morning, the dust storm outside made the small farmhouse dark and dismal."
- C "Most farmers knew their animals could not survive another winter, so they accepted the offer in exchange for some much-needed cash."
- D "He returned home with 16 dollars in his pocket and a little relief knowing that Nelly would be cared for."

5

Answer Parts A and B below.

**Part A**

Based on the passage, how do Ma's feelings about moving change over time?

- A She becomes more and more resistant to the idea of moving.
- B She grows more comfortable with the idea of moving.
- C She likes the idea of moving initially, then comes to dislike it.
- D She becomes more confident that the family should not move.

**Part B**

Which sentence from the passage **best** shows Ma's changing feelings about moving?

- A "With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family."
- B "'I just don't know if I can leave our home,' Ma said, a note of grief in her voice."
- C "Afterward, Ma went into the yard and stood for a long time by her beloved lilac bush, staring out at the desolate fields."
- D "One day, Edwin even caught his mother examining the photograph of the orange grove, smiling for the first time in a long time."



