

6th Grade

Name:

Long Way Home

[illegible]

Name:

Date:

WORD STUDY → **LATIN SUFFIX: -IVE**

The **Latin suffix -ive** means “pertaining to,” “tending to,” or “serving to do” and usually indicates that a word is an adjective. For example, when *-ive* is added to the word *correct*, it becomes *corrective*, meaning “designed to counteract something harmful.”

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question.

1. Maria’s boss loved her ideas for improving customer service and made them company policy. Was Maria’s boss *receptive* to Maria’s ideas? Explain.

2. Tyrell’s house is *massive*; it has fifteen bedrooms alone! How would you describe Tyrell’s house? Explain.

3. The new phone I bought is *defective*. Is my new phone in perfect working condition? Explain.

4. Kim’s gums are very *sensitive* because she just had her wisdom teeth removed. Do you think she would want to eat crackers and hot sauce? Explain.

5. If Juan is *tentative* about jumping into a swimming pool, is he excited to get in? Explain.

B. DIRECTIONS: Select the correct *-ive* word from the box on the right to complete each of the following sentences. Use a dictionary, if needed.

1. The new puppy was _____ to the furniture.
2. The album was not a solo effort; it was a _____ project.
3. Devon was _____ after his knee surgery.
4. The preschool class was becoming _____, having been kept inside all day.
5. The museum displayed some _____ artifacts.

primitive inactive restive destructive collaborative
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Name: _____	Date: _____
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WORD STUDY → **LATIN SUFFIX: -IVE**

A. DIRECTIONS: Select the correct *-ive* word to complete each sentence. Use a dictionary, if needed.

1. Our English teacher encouraged us to add details to our writing to make it more (derivative / descriptive).
2. Keisha's (negative / positive) energy brightens everyone's mood.
3. Dillon has (relative / expensive) taste—only name brand shirts for him.

B. DIRECTIONS: Use each of the following *-ive* words in a complete sentence. Use a dictionary, if needed.

1. exclusive _____
2. attentive _____
3. native _____
4. repulsive _____

C. DIRECTIONS: Add the suffix *-ive* to each word below to create a new word. Then, use each new word in a sentence. Use a dictionary, if needed.

1. pass

2. protect

3. destruct

4. attract

5. elect

Name:

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from A Long Way Home

Saroo Brierley

SHORT-RESPONSE QUESTIONS

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

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

1. (a) Determine the figurative and connotative meanings of words and phrases.

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

(b) Determine the technical meaning of words and phrases.

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



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

2. (a) Cite textual evidence to explain what the text says explicitly.

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

(b) Cite textual evidence to explain an inference you can draw from the text.

Based on what the author says in paragraphs 18 and 19 about how he conducted his search, what can you infer about him as a person? Support your inference using both details from the paragraphs and your background knowledge.

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

3. (a) Explain how a key individual is introduced in a text.

Reread paragraphs 22 and 23 of the excerpt from *A Long Way Home*. Then, describe how the author introduces his girlfriend, Lisa. What kinds of details does he include? What do these details suggest about how his relationship with her will affect his search?

(b) Explain how a key idea is elaborated in a text.

Reread paragraph 27 of the excerpt from *A Long Way Home*. Then, describe how the author elaborates on the idea that his search has had both negative and positive effects on his relationship with Lisa. Include at least one negative effect and one positive effect.



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

4. Explain how a paragraph fits into the structure of a text and contributes to the development of ideas.

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

EXTENDED-RESPONSE ACTIVITY Central Idea

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

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

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

Use these guidelines in your writing or discussion.

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

TIP FOR WRITTEN RESPONSE

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

TIP FOR DISCUSSION

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

Name:

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ANALYZE CRAFT AND STRUCTURE ➔ **AUTOBIOGRAPHICAL WRITING**

from A Long Way Home

Saroo Brierley

An **autobiography** is a type of nonfiction writing in which an author relates events and experiences from his or her own life. Autobiographies are typically written in *chronological order* (the order in which events happen).

A **memoir** is a type of autobiography in which the author focuses on a specific period in his or her own life or on experiences that he or she thinks are important. Memoirs tend to be written as a series of important events related to a theme.

Authors of both autobiographies and memoirs often share insights about their life and experiences that help to develop their **central ideas**, or the main points they want to make. Insights may include the following:

- their thoughts and feelings about events or experiences
- their thoughts and feelings about the people in their lives
- their values and the goals they have set for themselves
- their response to **conflicts**, or struggles they have faced

Connecting and analyzing details can help readers understand the main points an author is trying to make in his or her autobiography or memoir.

DIRECTIONS: Answer the following questions about the excerpt from *A Long Way Home*.

1. What important event or experience does the author of *A Long Way Home* write about? How does he feel about it? _____

2. What do the author's reflections in paragraph 25 reveal about his feelings for his parents? _____

3. How do the author's reflections about his quest in paragraph 27 help readers understand one of the central ideas of the selection? _____

4. Why do you think the author wrote this memoir? What ideas did he most likely want to share with readers? _____

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ANALYZE CRAFT AND STRUCTURE ➔ **AUTOBIOGRAPHICAL WRITING**

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- their values and the goals they have set for themselves
- their response to **conflicts**, or struggles they have faced

DIRECTIONS: Read the following excerpt from Frederick Douglass’s autobiography, *My Bondage and My Freedom*. Then, answer the questions.

Living here, with my dear old grandmother and grandfather, it was a long time before I knew myself to be a *slave*. I knew many other things before I knew that. Grandmother and grandfather were the greatest people in the world to me; and being with them so snugly in their own little cabin—I supposed it be their own—knowing no higher authority over me or the other children than the authority of grandmamma, for a time there was nothing to disturb me; but, as I grew larger and older, I learned by degrees the sad fact, that the “little hut,” and the lot on which it stood, belonged not to my dear old grandparents, but to some person who lived a great distance off, and who was called, by grandmother, “OLD MASTER.” I further learned the sadder fact, that not only the house and lot, but that grandmother herself, (grandfather was free,) and all the little children around her, belonged to this mysterious personage, called by grandmother, with every mark of reverence, “Old Master.” Thus early did clouds and shadows begin to fall upon my path.

1. What details reveal how the author feels about his grandparents? How do these details help you understand the author’s values? _____
2. What does the author mean by “Thus early did clouds and shadows begin to fall upon my path”? _____
3. What is the **central idea** of this passage? How do you think this central idea might contribute to the autobiography as a whole? _____

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ANALYZE CRAFT AND STRUCTURE ➔ **AUTOBIOGRAPHICAL WRITING**

DIRECTIONS: Read the following excerpt from Jack London's autobiography, *The Road*. Then, answer the questions.

Every once in a while, in newspapers, magazines, and biographical dictionaries, I run upon sketches of my life, wherein, delicately phrased, I learn that it was in order to study sociology that I became a tramp. This is very nice and thoughtful of the biographers, but it is inaccurate. I became a tramp—well, because of the life that was in me, of the wanderlust in my blood that would not let me rest. Sociology was merely incidental; it came afterward, in the same manner that a wet skin follows a ducking. I went on "The Road" because I couldn't keep away from it; because I hadn't the price of the railroad fare in my jeans; because I was so made that I couldn't work all my life on "one same shift"; because—well, just because it was easier to than not to.

It happened in my own town, in Oakland, when I was sixteen. At that time I had attained a dizzy reputation in my chosen circle of adventurers, by whom I was known as the Prince of the Oyster Pirates. It is true, those immediately outside my circle, such as honest bay-sailors, longshoremen, yachtsmen, and the legal owners of the oysters, called me "tough," "hoodlum," "smudge," "thief," "robber," and various other not nice things—all of which was complimentary and but served to increase the dizziness of the high place in which I sat. At that time I had not read *Paradise Lost*, and later, when I read Milton's "Better to reign in hell than serve in heaven," I was fully convinced that great minds run in the same channels.

1. Why does the author refer to newspaper and magazine articles that were written about him? What point does he want to make?

2. What did people outside London's circle say about him? Why do you think the author included these details?

3. What comparison does London make between himself and fellow author John Milton (author of *Paradise Lost*) in the last line of the second paragraph? Why might he have made this comparison?

4. What is the **central idea** of this excerpt? How might this central idea fit into London's autobiography, *The Road*?

Name: _____

Date: _____

CONCEPT VOCABULARY AND WORD STUDY

from A Long Way Home

Saroo Brierley

WORD LIST

deliberate thorough intensity quest obsessive relentlessly

A. DIRECTIONS: Read each of the following items, thinking about the meaning of the italicized word. Then, answer the question.

1. Would you describe buying a new jacket on impulse as a *deliberate* decision? Why or why not? Explain. _____
2. If you lost your wallet and you looked everywhere—under every cushion, behind every door, on every shelf—would you say that you had done a *thorough* search? Explain. _____
3. True or false: If you do something with *intensity*, you have no strong feelings about the task. Explain. _____
4. Would you say that you were on a *quest* if you went searching for a lost treasure? Explain. _____
5. Navene thinks about nothing but tennis. Tennis consumes him. Would you say Navene is *obsessive* about tennis? Explain. _____
6. Carol studied her script *relentlessly* to make sure she was ready for opening night. True or false: Carol was lazy in studying her lines. Explain. _____

B. WORD STUDY: The Latin suffix *-ive* means “pertaining to,” “tending to,” or “serving to do” and usually indicates that a word is an adjective. For example, when *-ive* is added to the word *create*, it becomes *creative*, meaning “relating to or involving the imagination or original ideas.” Change the following verbs into adjectives by adding the suffix *-ive*. Then, use each word in a sentence.

1. *select*: _____
2. *effect*: _____
3. *express*: _____
4. *prohibit*: _____

Name:

Date:

AUTHOR'S STYLE ➔ **WORD CHOICE AND MOOD**

from A Long Way Home

Saroo Brierley

Mood is the feeling that a literary work produces in a reader. It is the general atmosphere that an author creates in a work. The mood of a text might be *joyful*, *mysterious*, *frightening*, *calm*, *sad*, and so on. Authors shape a work's mood through **word choice**, describing places, actions, and emotions with vivid detail. For example, in the following passage from *A Long Way Home*, note how the author describes how he first began searching for his hometown:

If Byron wasn't home, I might spend a couple of hours musing over the various "B" towns again. Or I might make a casual sweep down the east coast, to see what was there.

In the excerpt above, the words *musings* and *casual* help create a relaxed mood—one that lacks urgency or concern. Compare that description to the following one from later in the memoir:

I spent months poring over them, relentlessly, methodically.

The words *poring*, *relentlessly*, and *methodically* help create a serious, intense mood. They also show that the mood of a text can change.

DIRECTIONS: Read each of the following excerpts from *A Long Way Home*. Underline words that help create mood in the excerpt. Then, tell what the mood of the passage is.

1. The first time I zoomed in on Howrah Station, looking at the rows of ridged gray platform roofs and all the tracks spilling out of it like the fraying end of a rope, I was amazed and shocked that I'd once trod barefoot along these walkways. (paragraph 15)

2. It was a repetitive, forensic exercise, and sometimes it started to feel claustrophobic, as if I were trapped and looking out at the world through a small window, unable to break free of my course in a mind-twisting echo of my childhood ordeal. (paragraph 31)

3. I sat staring at the screen for what seemed like an eternity. What I was looking at matched the picture in my head exactly. I couldn't think straight; I was frozen with excitement, terrified to go on. (paragraph 41)

Name:

Date:

AUTHOR'S STYLE ➔ **WORD CHOICE AND MOOD**

Mood is the feeling that a literary work produces in a reader. It is the general atmosphere that an author creates in a work. The mood of a text might be *joyful*, *mysterious*, *frightening*, *calm*, *sad*, and so on. Or, the mood may change from one section of a text to another.

Authors shape a work's mood through **word choice**, describing *places*, *actions*, and *emotions* with vivid detail. For example, look at Edgar Allen Poe's word choices in the following excerpt from "The Fall of the House of Usher":

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country....

Note the words *dull*, *dark*, *soundless*, *oppressively*, and *dreary*. This description helps create a gloomy, unhappy mood. It also helps readers picture the scene and immerse themselves in the narrative.

DIRECTIONS: Read each of the following excerpts from H. G. Wells's short story "A Story of the Stone Age." Then, underline words and phrases that help create mood, and describe the mood on the lines.

1. The afternoon sky was blue with piled white clouds sailing through it, and the southwest wind came like a soft caress. The newcomer swallows drove to and fro.

2. As she went she heard a voice among the bracken calling softly. She stopped. Then suddenly she heard a rustle behind her, and turning, saw Ugh-lomi rising out of the fern. There were streaks of brown blood and dirt on his face, and his eyes were fierce, and the white stone of Uya, the white Fire Stone, that none but Uya dared to touch, was in his hand. In a stride he was beside her, and gripped her arm.

3. And as they conversed together, and peered at one another in the darkness, and wondered fearfully what Uya would do to them in their dreams now that he was dead, they heard the mounting reverberations of the lion's roar close at hand. Then everything was still.

Name:

Date:

AUTHOR'S STYLE ➔ **WORD CHOICE AND MOOD**

DIRECTIONS: Read the following excerpt from *The Adventures of Sherlock Holmes*, by Arthur Conan Doyle. Then, in the chart below, describe the mood that Doyle's description creates and note the details from the excerpt that help create the mood.

We travelled by the Underground as far as Aldersgate; and a short walk took us to Saxe-Coburg Square, the scene of the singular story which we had listened to in the morning. It was a poky, little, shabby-genteel place, where four lines of dingy two-storied brick houses looked out into a small railed-in enclosure, where a lawn of weedy grass, and a few clumps of faded laurel bushes made a hard fight against a smoke-laden and uncongenial atmosphere. Three gilt balls and a brown board with "Jabez Wilson" in white letters, upon a corner house, announced the place where our red-headed client carried on his business. Sherlock Holmes stopped in front of it with his head on one side and looked it all over, with his eyes shining brightly between puckered lids. Then he walked slowly up the street and then down again to the corner, still looking keenly at the houses. Finally he returned to the pawnbroker's, and, having thumped vigorously upon the pavement with his stick two or three times, he went up to the door and knocked. It was instantly opened by a bright-looking, clean-shaven young fellow, who asked him to step in.

Mood of Passage:**Words and Phrases that Create Mood:**

Name:

Date:

WRITING TO SOURCES ➔ **ARGUMENT**

from A Long Way Home

Saroo Brierley

An **argument** is a type of persuasive writing in which an author makes a claim on a topic and then supports that claim with reasons and evidence. Here are some features of an argument:

- The author makes a *claim*, or states his or her position.
- The claim is supported with reasons and evidence.
- Reasons and evidence are organized logically and clearly, and transition words and phrases are used to link ideas.
- A conclusion restates the claim and provides an additional insight.

DIRECTIONS: To help you write an argument about Saroo Brierley as an explorer, use the outline below to organize your ideas. Begin by crafting a claim in which you explain what you think it means to be an *explorer* and whether you think Brierley is an explorer. Support your claim with reasons and evidence. Conclude your argument with an effective closing statement.

I. Claim

II. Reasons and Evidence to Support Claim (use text details):

A. Reason 1: _____

1. Evidence: _____

2. Evidence: _____

B. Reason 2: _____

1. Evidence: _____

2. Evidence: _____

III. Conclusion

Name:

Date:

WRITING TO SOURCES ➤ **ARGUMENT**

The purpose of writing an **argument** is to persuade others to agree with your opinions or ideas. To write an argument on a particular topic, the first thing you will need to do is form an opinion about it. When you are clear about your opinion or **claim**, write a **thesis statement** that summarizes your claim. Next, you will need to support your thesis with **reasons**. Make a list of reasons that support your thesis, and be sure to cite **evidence** to back up your claim. When drafting your argument, use transitions to link your ideas within and between paragraphs. Conclude your argument with an effective **closing statement**.

- A. DIRECTIONS:** Construct an argument that answers the question, *Should students attend class year-round?* Complete the following chart to analyze the pros and cons. Remember to cite evidence for your reasons.

Topic: Should students attend class year-round?

Opinion	Evidence To Support My Reasons
Yes, Here Are My Reasons Why:	
No, Here Are My Reasons Why Not:	

- B. DIRECTIONS:** After you have analyzed the information you collected in the chart, write your thesis statement based on the opinion that has stronger reasons and evidence to support it. This thesis will be your *claim*.

Name:

Date:

WRITING TO SOURCES ► ARGUMENT

A. DIRECTIONS: You have taken a position on the question, *Should students attend class year-round?* and have created your thesis sentence. Next, create an outline for your argument. Below, write your thesis, providing your three best reasons from weakest to strongest. Draft one or two sentences for each reason, stating your ideas and evidence clearly.

I. Thesis Statement (Introduction)

II. Reasons and Evidence

REASONS (RANKED)	EVIDENCE
Reason 1	Evidence for Reason 1
Reason 2	Evidence for Reason 2
Reason 3	Evidence for Reason 3

B. DIRECTIONS: Review your chart of reasons and evidence. Draft a concluding statement by restating your thesis and providing additional insight. Use language that will make an impact on your reader. Write your conclusion in the space below.

III. Conclusion

Name:

Date:

SPEAKING AND LISTENING ➤ **ANNOTATED MAP**

from A Long Way Home

Saroo Brierley

An **annotated map** is a special kind of map. Annotations, or notes about the features shown on the map, explain more than just where a town or a railroad station is located. Annotations tell why the places or map features are important.

- A. DIRECTIONS:** To create an annotated map that traces the route that Saroo Brierley follows on March 31, 2011, when he finds his childhood home, first review the features that he looked for during his long search with Google Earth. Reread the details of his search as he drew close to the moment of discovery. Complete the following Annotations Log to prepare your individual notes before you meet as a class. Then, you can transfer your notes to a map. Some examples have been entered to help you get started. Add rows as needed. Remember to cite your sources.

ANNOTATIONS LOG

Map Feature	Importance	Source
1. Blue symbol of a train station	Brierley was lost at a train station.	paragraph 36
2. Municipal water tank	This is a landmark that he remembers from his boyhood.	paragraph 37
3.		
4.		
5.		

- B. DIRECTIONS:** Write an explanation of how you created your annotated map. Use your written explanation to discuss with your class the process you followed.

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SPEAKING AND LISTENING ➔ **ANNOTATED MAP**

There are many different types of maps, all used for different purposes. Some of the most common types of maps are political, physical, and topographic maps. Political maps show national boundaries, state lines, and cities. Physical maps show land features in green or brown and bodies of water in blue. A topographic map shows changes in elevation using contour lines.

An **annotated map** is a special kind of map. Annotations are notes about places or features on the map. They tell why those places or map features are important. Annotations may be brief phrases, sentences, or paragraphs.

- A. DIRECTIONS:** To prepare an annotated map for a place described in a text or a special place of your choice, first decide which features on the map you would like to annotate. Complete the following planning chart. Add rows if needed. Remember to cite your sources.

MAP FEATURE	IMPORTANCE	SOURCE

- B. DIRECTIONS:** Some annotations may require further research. You can add information from online sources. An example has been done for you. Remember to cite your sources.

MAP FEATURE	INFORMATION	SOURCE
Kolkata, India	Former name is Calcutta, in India's West Bengal state. India's capital. Named Kolkata in 2001	http://www.kolkata.org.uk/history.html

Name:

Date:

SPEAKING AND LISTENING ➔ **ANNOTATED MAP**

- A. DIRECTIONS:** Next, paraphrase the information you have collected for your annotated map. When you **paraphrase**, you put information from other sources into your own words. Record your work in the chart below.

MAP FEATURE	PARAPHRASE

- B. DIRECTIONS:** Write an evaluation of your experience creating an annotated map. What ideas do you have for improving this experience?

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How did you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	