

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:
"from Bad Boy"

Genre: Memoir

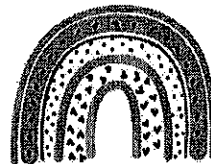
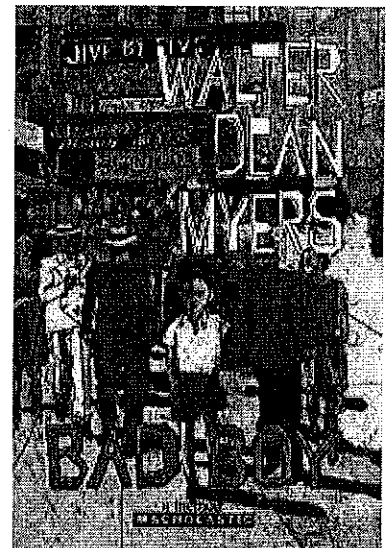
Vocabulary/Word Study Skill:
Latin Root -spec- : look or see

Comprehension: Central Idea
& Author's Purpose

Grammar: Adjectives &
Adverbs

Vocabulary:

- respected: honored, admired, or looked up to
- desperate: in dire need or hopeless
- disgusted: very displeased, feeling of strong dislike



Name: _____

[illegible]

Name:

Date:

from Bad Boy

Walter Dean Myers

SHORT-RESPONSE QUESTIONS

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

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

1. (a) Explain what the text says explicitly.

Reread paragraphs 3 and 4 of the excerpt from *Bad Boy*. Then, explain what these paragraphs tell us about the narrator's feelings about books and reading. Use explicit textual evidence—details and ideas directly stated in the text—to support your response.

(b) Explain an inference you can draw from the text.

In paragraph 4, the narrator says that he hides books because they could reveal something about him to others. Make an inference that names the personal quality, or characteristic, that the narrator wants to conceal from others. Identify both the inference and the evidence from paragraphs 3 and 4 that supports it.

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

2. (a) Analyze how a particular section fits into the overall structure of a text.

In the excerpt from *Bad Boy*, the author begins and ends with a section about playing sports. In the middle of the text, he talks about his interest in books and reading. Explain a likely reason why the author returns to the topic of sports at the end of the text.

(b) Analyze how a particular paragraph contributes to the development of ideas.

Reread paragraph 11 of *Bad Boy*. Describe how this paragraph contributes to the idea that the author needs to hide parts of his life from others. In your response, cite a specific sentence that helps to develop this idea.

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

3. (a) Determine an author's point of view or purpose in a text.

Explain the author's point of view, or position, in *Bad Boy* on the advisability, or wisdom, of sharing one's thoughts and feelings with other young people. What point of view, or opinion, does he have about being open and frank with other young people?

(b) Explain how an author's point of view or purpose is conveyed in the text.

Explain how the author of *Bad Boy* conveys, or shows, his point of view on the wisdom of sharing thoughts and feelings with other young people. In your response, identify words and phrases that the author uses to communicate his point of view.



EXTENDED-RESPONSE ACTIVITY → Central Idea

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

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

4. Provide an objective summary of the excerpt from *Bad Boy*. In your summary, include a description of a central idea in the text.

Use these guidelines in your writing or discussion.

- Include the author and title in your summary.
- Be objective. Do not include your personal opinions or judgments in your summary.
- Identify and describe a central idea of the text. What is an overall message?
- Identify and describe details that the author includes to support the central idea.

TIP FOR WRITTEN RESPONSE

If you use quotations from the text, explain how the quotations connect to your ideas.

TIP FOR DISCUSSION

Encourage everyone to contribute to the discussion. Be sure that everyone has an equal amount of time to speak.

Name:

Date:

TEXT QUESTIONS

from Bad Boy

Walter Dean Myers

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

1. (a) **Distinguish** How was Myers's relationship with other boys his age different from his relationship with girls his age? (b) **Analyze** Why was Myers not friendly with any of the girls?

2. **Make Inferences** At the end of the selection, what can you tell about Myers's personality from his remark, "No big deal... I would just add dancing."?

3. (a) **Interpret** What did books symbolize to Myers? (b) **Support** How did Myers manage to keep his reading a secret from other children? (c) **Make a Judgment** Do you think this secrecy was necessary? Explain.

4. (a) How did the older boys make it clear to Myers that reading was "not what boys did"? (b) **Draw Conclusions** Why did Myers feel uncomfortable being a boy at times?

Name:

Date:

CONCEPT VOCABULARY AND WORD STUDY

from *Bad Boy*

Walter Dean Myers

WORD LIST

respected

desperate

disgusted

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

1. If the mayor of a town is *respected* by residents, what do the residents think of him or her? Explain. _____

2. If you were *desperate* to get out of the house and go play your favorite sport or hang out with friends, would that mean you would be okay with staying inside? Explain. _____

3. If Simone is *disgusted* by the smell of the trashcan as she takes out the trash, is she enjoying her task? Explain. _____

B. WORD STUDY: The Latin root *-spec-* means “look” or “see.” For instance, the word *introspect* means “to look inward.” The following words contain the Latin root *-spec-*. Write a brief definition for each word. Then, use each word in a sentence. Use a dictionary to help you.

1. *spectacle*: _____

2. *spectacular*: _____

3. *speculate*: _____

4. *spectator*: _____

Name:	Date:
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ANALYZE CRAFT AND STRUCTURE → CENTRAL IDEA

from Bad Boy

Walter Dean Myers

A **central idea** is the main message or idea expressed in a nonfiction text. In works of nonfiction, the author often states the central idea *directly*. Sometimes, however, the central idea is expressed *indirectly*, meaning that it is only implied or suggested. In such cases, readers must examine text details and draw conclusions about what the author's central idea is.

Central ideas are linked to the **author's purpose**, or reason for writing, because they usually support an idea the author believes to be true. One central idea in *Bad Boy* is that boys are "supposed to" act a certain way. Sometimes, Walter Dean Myers expresses this idea *directly*. At other times, he expresses it *indirectly* by suggesting it.

DIRECTIONS: Read the following excerpts from *Bad Boy*. Then, on the short line, label the idea in the excerpt as either **D** for *directly expressed*, or **I** for *indirectly expressed*. Next, on the longer line, explain the idea expressed in the excerpt. The first item has been completed for you as an example.

1. I "As much as I enjoyed reading, in the world in which I was living it had to be a secret vice."

idea expressed: The author is not able to read openly for fear of embarrassment.

2. _____ "That year I learned that being a boy meant that I was supposed to do certain things and act in a certain way."

idea expressed: _____

3. _____ "I liked dancing, too, but I had to pretend that I didn't like it."

idea expressed: _____

4. _____ "Away from books I was, at times, almost desperate to fill up the spaces of my life."

idea expressed: _____

5. _____ "I felt a connection with these readers but didn't know what the connection was."

idea expressed: _____

Name:

Date:

WORD STUDY → **LATIN ROOT: -SPEC-**

The **Latin root -spec-** comes from the Latin word *specere*, which means “to look” or “to see.” For example, the word *prospect* combines the prefix *pro-*, meaning “forward,” with *-spec-*. *Prospect* means “something that is looked forward to, hoped for, or anticipated.”

A. DIRECTIONS: Read the following words containing the Latin root *-spec-* and their definitions. Keep in mind that *-spec-* means “look” or “see.” Then, select the correct word from the list to complete each sentence.

- spectacle:** something remarkable or strange to look at; a grand public display
- speculate:** to think about something and make a guess about it
- aspect:** a way in which an idea can be regarded; a part or feature of something
- prospective:** expected; likely to be or happen in the future
- introspective:** tending to look within at one's own thoughts

1. Krista could only _____ about what had happened to her watch, but she did remember that the clasp had been loose.
2. In his more _____ moments, Brett was able to understand both the causes and the effects of his decision.
3. A good salesperson approaches each _____ client with friendliness, enthusiasm, and honesty.
4. The pet costume parade is a fun _____ that draws large crowds every year.
5. Consider every _____ of the problem before you determine that you know the right solution for you.

B. DIRECTIONS: For each of the following items, think about the meaning of the underlined *-spec-* word. (Check a dictionary, if necessary.) Then, answer the question. Use the underlined word in your answer.

1. A new aircraft has passed a rigorous inspection. Is the aircraft likely safe? Explain.

2. Lila enjoys soccer, but only as a spectator. Does Lila play on the soccer team? Explain.

Name: _____

Date: _____

WORD STUDY ▶ **LATIN ROOT: -SPEC-**

A. DIRECTIONS: Match each word on the left with its definition on the right by writing the correct letter on the line. Use your knowledge of the Latin root *-spec-* and other word parts to help you answer. If necessary, check a dictionary.

- | | |
|----------------------|--|
| 1. ____ reinspect | a. specific point of view |
| 2. ____ perspective | b. a looking back on the past |
| 3. ____ unsuspecting | c. trusting; not aware of potential harm |
| 4. ____ retrospect | d. careful; cautious; safe |
| 5. ____ circumspect | e. to examine carefully a second time |

B. DIRECTIONS: Underline the word in parentheses that correctly completes each sentence. Use a dictionary, if necessary.

- Only a small percentage of those who went (inspecting / prospecting) for gold in California became wealthy.
- The speaker began the presentation by showing a (retrospective / introspective) montage of the artists' earlier works.
- Although the new theory about subatomic particles makes sense, so far, it remains highly (inspected / speculative).
- Determined to find the problem with the engine, the mechanic did not leave a single part (circumspect / uninspected).
- Darius used a photo sticker app to create a hilarious picture of a (prospective / bespectacled) camel.

C. DIRECTIONS: Write an original sentence using each *-spec-* word below. Be sure to use the word in a context that shows you understand its meaning.

- inspection _____
- retrospect _____
- prospect _____
- introspection _____
- perspective _____

Name:	Date:
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CONVENTIONS ADJECTIVES AND ADVERBS

An **adjective** is a word that describes a noun or pronoun. It answers one of the following questions: *What kind? Which one? How many? or How much?*

Keisha has **two** cats.

(In the example above, *two* is an adjective that modifies the noun *cats*. It answers the question, "How many?")

The **stone** wall is **beautiful**.

(In the example above, the adjectives *stone* and *beautiful* modify the noun *wall*. They answer the question "What kind?")

An **adverb** is a word that modifies a verb, an adjective, or another adverb. An adverb answers one of these questions: *Where? When? How? or To what extent?*

Nico handled the ancient sculpture **carefully**.

(In the example above, the adverb *carefully* modifies the verb *handled*. It tells how Nico handled the sculpture.)

On the morning of her job interview, Tosha was **fully** prepared.

(In the example above, the adverb *fully* modifies the adjective *prepared*. It tells to what extent Tosha was prepared.)

A. DIRECTIONS: Read each sentence, paying special attention to the underlined adjective. Then, on the line, tell which question the underlined adjective answers: *What kind? Which one? How many? or How much?*

- _____ At the sleepover, the kids told scary stories.
- _____ The first student to raise her hand was Sara.
- _____ Make sure you get enough rest before the big game.
- _____ The exhibit includes eighteen color photographs.
- _____ The tired workers washed for supper.

B. DIRECTIONS: Underline each adverb in the sentences below. The number in parentheses tells how many adverbs are in each sentence.

- Kwame is a highly respected author and a greatly admired artist. (2)
- Maria finished the test quickly. (1)
- Mrs. Kim said she would return soon. (1)

Name: _____

Date: _____

CONVENTIONS → ADJECTIVES AND ADVERBS

A. DIRECTIONS: Underline each adjective, and circle the word it modifies. Do not include the articles *a*, *an*, and *the*. (Hint: Some sentences have more than one adjective.)

1. The oranges are tasty but messy.
2. The last child to sing was Angela.
3. How much money did you bring?
4. The concert will feature popular musicians.
5. Did you think the movie was funny?
6. Dilly's puppies got into the cupboards.
7. August has been hot and humid here.
8. Five players can be on the court at once.
9. In the foothills, there is little snow in winter.
10. The enthusiastic and engaging speaker was on the stage for an hour.

B. DIRECTIONS: The verb in each sentence is underlined. Fill in the blank with an adverb that modifies the verb. The verb you use should answer the question shown in parentheses.

1. Coach blew the whistle _____. (How?)
2. _____, the team will play its first match. (When?)
3. The birds are flying _____. (Where?)
4. The mother whispered _____ in the child's ear. (How?)
5. The spring concert has been planned _____. (How?)
6. Toni arrived _____ for school. (When?)
7. Put your drawings _____ on that table. (Where?)
8. Lisa _____ plays soccer in the park. (When?)

Name _____

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	