

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Is Our Gain Also Our Loss?"

Genre: Reflective Essay

Vocabulary/Word Study Skill:

Latin Suffix -ation:

=the condition or process of

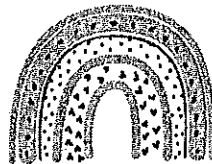
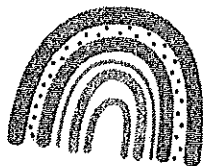
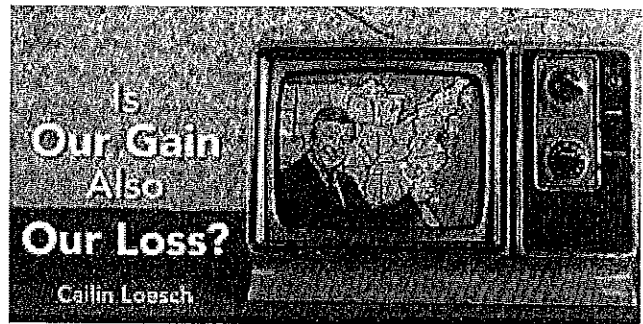
Comprehension: Elements of
a Reflective Essay

- ❖ specific event
- ❖ dialogue
- ❖ Informal language
- ❖ insights

Grammar: comparative and
superlative adjectives and
adverbs

Vocabulary:

- gradually: slowly changing or developing
- nostalgic: longing for the past
- continuation: a state of going on without interruption



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[illegible]

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Is Our Gain Also Our Loss?

Caillin Loesch

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) Analyze what the text says explicitly.

Reread paragraphs 7 and 8 of “Is Our Gain Also Our Loss?”. Explain what these paragraphs reveal about what the narrator learns about her father’s childhood. Cite explicit textual evidence to support your response.

(b) Explain inferences that you can draw from the text.

What can you infer from paragraphs 7 and 8 about what the narrator thinks about her father’s childhood in comparison with her own? Support your inference using details from the passage and your own background knowledge.

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.

2. (a) Determine a central idea of the text and how it is conveyed through details.

Identify the central idea about technology in “Is Our Gain Also Our Loss?” Use details from the blog post to explain how the author develops this central idea.

(b) Write a summary of the text.

Write an objective summary of the blog post that does not include your personal opinions or judgments. Remember to include the author and title of the text in your summary.



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.

3. **Analyze how a particular paragraph contributes to the development of ideas.** Throughout “Is Our Gain Also Our Loss?” the author explores differences between how we use technology today and how it was used in the past or might be used in the future. Reread paragraph 6 of the text. Then, explain how the paragraph explores differences in the use of technology over time. Also explain how the paragraph contributes to the text’s central idea about technology.

EXTENDED-RESPONSE ACTIVITY Analyze Ideas

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

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).

4. In “Is Our Gain Also Our Loss?” a key idea is that advances in technology may become a “problem.” Explain how this idea is introduced and then elaborated on, or developed, throughout the text. Support your answer by citing examples or anecdotes in the text.

Use these guidelines in your writing or discussion.

- Look for where the idea that advances in technology may become a problem is first introduced.
- Look for how the author responds to the idea at first.
- Look throughout the text for examples that illustrate how advances in technology might become a problem.
- Explain how the author’s thoughts about advances in technology develop or expand over the course of the text. Explain what she thinks at the end of the text.

TIP FOR WRITTEN RESPONSE

Choose meaningful details that clearly support your main ideas.

TIP FOR DISCUSSION

Think about the ideas the discussion is about beforehand. Reread the selection in advance if necessary.

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TEXT QUESTIONS

Is Our Gain Also Our Loss?

Cailin Loesch

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

1. **Analyze** Reread the title and the teacher's statement in paragraph 12. In what way do the title and the statement reflect Cailin's overall message and attitude?

2. **Assess** Reread paragraph 6. Does Cailin seem negative or positive when she describes the technology of her youth? Support your response with words and phrases from the text.

3. **Interpret** What is Cailin trying to capture in paragraph 8 when she says that her father "didn't seem to miss modern technology during those 30 seconds"?

4. **Make a Judgment** Cailin wonders if the late-millennial generation will become nostalgic for the simpler days of life as technology continues to change. Do you think technology will change so much that the late-millennial generation will be nostalgic for "simpler" times?

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CONCEPT VOCABULARY AND WORD STUDY

Is Our Gain Also Our Loss?

Callin Loesch

WORD LIST

gradually

nostalgic

continuation

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. If the temperature *gradually* increased, does that mean that it rose slowly? Explain your answer. _____
2. Ravi thought about his old home with a sense of longing, wishing that he could go back there and relive some of his favorite moments with his friends. Would you say that Ravi is feeling *nostalgic*? Why or why not? _____
3. Viola, having come late to the party, wanted a *continuation* of the festivities. Would you say that Viola wanted to keep the party going? Explain your answer. _____

B. WORD STUDY: The Latin suffix *-ation* changes a verb to a noun. It means "the condition or process of." For example, the word *deviation* means "the action of departing from an established course." Write a sentence correctly using each of the words below. Use a dictionary if needed.

1. discoloration _____
2. examination _____
3. condensation _____
4. combination _____

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WORD STUDY → **LATIN SUFFIX -ATION**

The Latin suffix *-ation* changes a verb into a noun. It means “the condition or process of.” For example, the word *formation* means “the action of forming or the process of being formed.”

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

1. Cady’s knee *operation* went well; she should be back on her feet in no time. True or false: Cady had surgery on her knee. Explain your answer.

2. Salina’s bicycle repair *demonstration* was very informative. Did Salina explain bicycle repair to others? Explain your answer.

3. Amy is really looking forward to *graduation* and enlisting in the Air Force next year! Does Amy wish to stay in school? Explain your answer.

4. The victim was pulled from the water onto a *flotation* device. Was the victim pulled onto something that is likely to stay above water? Explain your answer.

5. Ramona made *notations* about the book she was reading in the margins of her notebook. Is Ramona drawing hearts in the margins? Explain.

B. DIRECTIONS: Select the best word from the box on the right to complete each sentence. Each word will be used only once.

1. The _____ in the children’s book were exquisite.
2. The holidays were coming up, so mother wanted to put up all her _____.
3. The young hiker was overjoyed when he reached _____ after being lost in the woods for four days.
4. I wasn’t too sure about my _____, but the recruiter said that I had more than enough experience for the job.

illustrations qualifications civilization decorations
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WORD STUDY → LATIN SUFFIX *-ATION*

A. DIRECTIONS: Select the correct word to complete each sentence.

1. We had to adjust the blueprint because our client had made several (modifications/plantations) to the design.
2. The (hyphenation/temptation) to eat all the chocolate was too great, so I had to leave the kitchen.
3. We lost (commendation/communication) with the group ahead of us when Davis dropped and broke the walkie-talkie.
4. There was a slight (hesitation/hyperventilation) in Jerome's response when asked if he knew anything about the surprise party.

B. DIRECTIONS: Use each of the following words in a complete sentence.

1. dedication _____
2. invitation _____
3. preservation _____
4. vegetation _____
5. coronation _____

C. DIRECTIONS: Change the following verbs to nouns using the suffix *-ation*. Use each new word in a sentence. Use a dictionary if needed.

1. declare

2. justify

3. humiliate

4. complicate

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ANALYZE CRAFT AND STRUCTURE REFLECTIVE WRITING

Is Our Gain Also Our Loss?

Cailin Loesch

A **reflective essay** is a brief prose work in which an author presents his or her thoughts and feelings—or reflections—about an experience or an idea. The author of a reflective essay may:

- describe a specific event, a time period, or a person from his or her own life
- use informal language that suits his or her thoughtful tone
- include dialogue and other storytelling elements that convey experiences in interesting ways
- discuss any insights that have been gained from the experience

Cailin Loesch, the author of “Is Our Gain Also Our Loss?” considers her father’s experiences of growing up at a time when technology was not as advanced. She then uses her father’s experiences to compare and contrast with her own experiences of growing up in a world increasingly dependent on technology.

DIRECTIONS: Answer these questions about “Is Our Gain Also Our Loss?” Use textual evidence from the essay to support your responses.

1. The essay includes dialogue between the author and her father. What kind of information does this dialogue communicate?

2. Note one autobiographical detail that contributes to this essay. Explain your choice.

3. What informal phrase near the end of the essay helps to shape the essay’s overall message?

4. _____ What is the purpose of the descriptive parts of this essay? Write the letter of the best answer on the line.
 - a. to relate what life was like in the 1970’s
 - b. to determine whether life was better in the past
 - c. to identify and compare current technology with that of the past.
 - d. to show the ways that modern technology makes our lives better and easier

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A reflective essay may have an unpredictable structure. For instance, an author might consider someone else's experiences. These experiences would then be compared to the author's experiences as a way of providing perspective. Or, the author might simply follow his or her own train of thought to its natural conclusion.

DIRECTIONS: Read the passage by Booker T. Washington below. Then, answer the questions that follow.

One day, while at work in the coal mine, I overhear two miners talking about a great school for colored people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college. . . . I resolved at once to go to that school . . . the Hampton Institute. In the fall of 1872 I determined to make an effort to get there. . . . I had been traveling over the mountains most of the afternoon in an old-fashioned stage-coach, when, late in the evening the coach stopped for the night at a common, unpainted house called a hotel. . . . After all the other passengers had been shown rooms . . . I shyly presented myself before the man at the desk . . . the man at the desk firmly refused to even consider the matter of providing me with food or lodging. This was my first experience in finding out what the color of my skin meant.

1. What event does Washington describe?

2. Give one example that expresses Washington's thoughts or feelings about the event.

3. How does the Washington communicate the importance of this event to readers?

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ANALYZE CRAFT AND STRUCTURE REFLECTIVE WRITING

A. DIRECTIONS: Read each of the following sentences and determine which might be likely to appear in a reflective essay. If the sentence is likely to appear in a reflective essay, write *R* on the line. If the sentence is not likely to appear in a reflective essay, write *N* on the line.

1. ____ Geraniums are hardy, flowering plants that add color to any garden.
2. ____ My mother was a tall, willowy woman who cared for all creatures.
3. ____ I was born in a bustling city but was raised in the country.
4. ____ The drugstore is located down the street and around the block.

B. DIRECTIONS: Read the passage from a reflective essay below. Then answer the questions.

My Aunt Mabel is the funniest person I know. She is not at all like her husband, my Uncle Bob. Mabel wears huge purple hats and red-framed sunglasses. Uncle Bob wears clothes that are mostly beige. He seems to want to blend in to any background. Aunt Mabel walks into a room and immediately greets everyone, whether or not she knows them. She'll shout out, "Hey there, pal!" at the drop of a hat. Then she'll start telling her famous, knee-slapping jokes and riddles. My Uncle Bob usually sits by himself in a corner. They're both great people, and I love them—it's just hard for me to believe they live together. They must balance out each other somehow, because they get along very well.

1. What is the author describing in the essay?

2. Give two examples that express the author's thoughts or feelings about the people he or she is describing.

3. What insight does the author offer into her subjects?

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CONVENTIONS > COMPARATIVE AND SUPERLATIVE DEGREES

Is Our Gain Also Our Loss?

Caillin Loesch

An **adjective** is a part of speech that modifies a noun or pronoun. An **adverb** modifies a verb, an adjective, or another adverb. Adjectives and adverbs are modifiers that can be used to compare two or more items or actions.

Comparative adjectives and adverbs are used to compare two items or actions. For example, *She is shorter and runs faster than her sister.*

Superlative adjectives and adverbs are used to compare three or more items or actions. For example, *Cal is the best runner on the team and can jump the highest.*

For an adjective that is only one or two syllables, you would usually add the suffix *-er* to form the comparative and the suffix *-est* to form the superlative. For an adjective that is a longer word, use the words *more* or *most* before the adjective to form the comparative and superlative. For most adverbs, use *more* and *most*. Do not use both forms (suffix and the word *more* or *most*) at the same time.

Incorrect: The *most fastest* runner won the race.

Correct: The *fastest* runner won the race.

A. DIRECTIONS: Choose the correct form of the adjective or adverb in parentheses.

1. The cord on these earbuds is (longer, longest) than the cord on my last pair.
2. This new cell phone is the (sleeker, sleekest) model on the market.
3. This model of laptop computer is (more commercially, most commercially) available overseas.
4. In (simpler, simplest) times, cell phones hadn't yet been invented.
5. Out of all the things I miss, I feel (more nostalgic, most nostalgic) for the days when people wrote handwritten letters.

B. DIRECTIONS: Write the comparative and superlative forms of each adjective or adverb from "Is Our Gain Also Our Loss?"

- | | | |
|--------------|--------------------|--------------------|
| 1. gradually | Comparative: _____ | Superlative: _____ |
| 2. new | Comparative: _____ | Superlative: _____ |
| 3. fresh | Comparative: _____ | Superlative: _____ |
| 4. smooth | Comparative: _____ | Superlative: _____ |
| 5. clearly | Comparative: _____ | Superlative: _____ |

Name:	Date:
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CONVENTIONS → COMPARATIVE AND SUPERLATIVE DEGREES

An **adjective** modifies a noun or a pronoun, whether it is a person, a place, a thing, or an idea. An **adverb** modifies a verb, an adjective, or another adverb. Adjectives and adverbs can be used to compare two or more items or actions. There are two degrees of comparison: **comparative degree** and **superlative degree**.

FORM	DEFINITION	ADJECTIVE EXAMPLES	ADVERB EXAMPLES
Comparative	compares <i>two</i> items or actions	smarter, more intelligent	more difficult, more easily
Superlative	compares <i>three or more</i> items or actions	smartest, most intelligent	most difficult, most easily

If an adjective has only one or two syllables, a comparative or a superlative can often be formed by adding the suffix *-er* or *-est*. If the adjective is a longer word, use the words *more* or *most*. For most adverbs, use *more* and *most*. Do not use both forms (suffix and the word *more* or *most*) at the same time.

Incorrect: The *most highest* waves always attract the surfers to the beach.

Correct: The *highest* waves always attract the surfers to the beach.

A. DIRECTIONS: Choose the correct form of the adjective or adverb in parentheses.

- Of the three bands, I thought the Seven C's was the (more enjoyable, most enjoyable).
- Was this concert (longer, longest) than the last?
- The seats were (more comfortable, most comfortable) at the arena than they were at the stadium.
- Of the last six concerts, this was the (more exciting, most exciting).
- Our view was (clearer, clearest) than theirs.

B. DIRECTIONS: Write the comparative and superlative forms of each adjective or adverb.

- | | | |
|----------------|--------------------|--------------------|
| 1. hot | Comparative: _____ | Superlative: _____ |
| 2. wonderfully | Comparative: _____ | Superlative: _____ |
| 3. dirty | Comparative: _____ | Superlative: _____ |
| 4. politely | Comparative: _____ | Superlative: _____ |

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CONVENTIONS COMPARATIVE ADJECTIVES AND ADVERBS

A. **DIRECTIONS:** Complete the sentences below using the form of the adjective indicated in parentheses.

1. The world's _____ (large) snake is the anaconda. (superlative)
2. Some people think snakes are the _____ (creepy) animals on earth. (superlative)
3. In some species, male snakes are _____ (small) than females. (comparative)
4. Some desert snakes are _____ (hardy) than other snakes. (comparative)

B. **DIRECTIONS:** Underline the correct form of the adjective or adverb in parentheses.

1. I feel (worse, worst) than I did yesterday.
2. Of all my friends, Joseph lives the (farther, farthest) from school.
3. Air travel is (safer, safest) than travel by car.
4. This is the (better, best) news I have heard all day.
5. John is the (wealthier, wealthiest) of their four nephews.

C. **DIRECTIONS:** Correct the modifier in each sentence and write the revised sentence on the line.

1. The Jacksons are the friendlier people on the block.

2. Teddy seems to be the brightest of the twins.

3. She is the most popular of the two candidates.

4. Venus is the more brilliant of all the planets.

5. The black cat is the most affectionate of their two cats.

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SPEAKING AND LISTENING GROUP DISCUSSION

Is Our Gain Also Our Loss?

Callin Loesch

A **group discussion** is a discussion in which three or more people participate. If there are more than four or five people in the discussion, a moderator is usually chosen to help facilitate the discussion, though the moderator does not dominate the conversation. Group discussions can be a lively exchange of ideas, as long as the group follows some basic guidelines:

- Members exchange ideas about a specific topic and avoid veering too far off topic.
- All members of the group have an opportunity to speak.
- Group members respect other members' viewpoints and remain polite during the discussion.

At the end of a discussion, someone usually summarizes the main points. Sometimes taking notes helps to keep track of the various ideas and clarify important points.

DIRECTIONS: With your group, select one of the questions below for discussion. Then prepare for the discussion by organizing your thoughts on the topic using the chart.

Topics:

- What technology that you used the past do you miss today?
- Which technologies of today will be out of use in 5 years?

SPEAKER (GROUP MEMBER'S NAME)	IDEAS	MY RESPONSE
1.		
2.		
3.		
Summary of the discussion		

Name:	Date:
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SPEAKING AND LISTENING GROUP DISCUSSION

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DIRECTIONS: With your group, select one of the questions below for discussion. Then prepare for the discussion by organizing your thoughts on the topic using the chart.

Topics:

- Has technology made us impatient?
- What is the most important new technology today?
- Can technology help us create a more peaceful world?

KEY IDEAS	SUPPORTING EVIDENCE
1.	
2.	
3.	

Name:

Date:

SPEAKING AND LISTENING GROUP DISCUSSION

DIRECTIONS: After you have thought about and organized your ideas, you will discuss your ideas with your group. As you participate in the group discussion, use the listening log below to take notes on the ideas that are presented.

Speaker (group member's name)	Ideas	My response
1.		
2.		
3.		
Summary of the discussion		

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.
<i>Monday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Tuesday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Wednesday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Thursday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Friday</i> From _____ to _____			Great 5 4 3 2 1 Awful	