

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Teens and Technology Share
a Future"

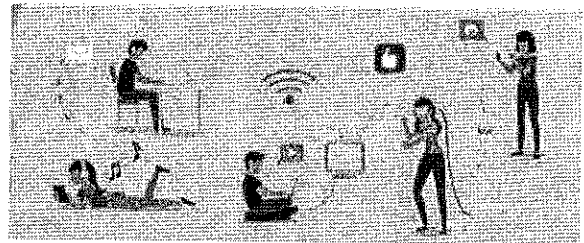
Genre: Argumentative Blog
Post

Conventions: Appositives

Writing: Argumentative

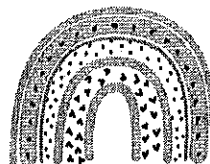
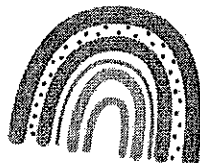
Comprehension: Author's
Perspective

Vocabulary/Word Study Skill:
Greek Suffix: -metry
=process of measuring



Vocabulary:

- microchips: small pieces of computer technology that have integrated circuits
- trigonometry: field of math that deals with the relationships between the sides and angles of triangles
- pixels: smallest elements of an image that can be individually processed in a video display system



Name: _____

[illegible]

Name:

Date:

Teens and Technology Share a Future

Stefan Etienne

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 meaning of words and phrases as they are used in a text, including technical meanings.**

In paragraph 2 of "Teens and Technology Share a Future," the author refers to "input methods" when speaking about computer devices. Explain the meaning of this technical term. Consider the denotation, or definition, of each of the two words in the technical term and how they work together to form a definition of the term. Use a print or online dictionary as needed.

- (b) **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.**

In paragraph 2 of "Teens and Technology Share a Future," the author writes that technology is "a window into a new world for all of humanity." Explain the meaning of this figurative phrase. Consider both the denotation, or definition, and the connotation, or emotional associations, of the key word *window*.

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) **Explain what the text says explicitly.**

Reread paragraph 3 of "Teens and Technology Share a Future." What does the author compare finding information online to? Cite evidence from the text to support your response.

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

In paragraph 3 of "Teens and Technology Share a Future," the author uses the phrase "a small stone of information, one in a river of millions." What can you infer about the Internet based on this description? Support your inference using both details from the paragraph and your background knowledge.



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 fits into the overall structure of a text and contributes to the development of ideas.

Reread paragraph 6 of “Teens and Technology Share a Future.” Whom is the author speaking to in this paragraph, and what is his claim about them? Explain how that claim contributes to the development of the author's idea that technology is important.

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

4. Determine an author's point of view in a text and explain how it is conveyed.

Reread paragraphs 7 and 8 of “Teens and Technology Share a Future.” Identify the author's point of view, or opinion, on the benefits of the Internet. Then, explain how this point of view is developed throughout the text.



EXTENDED-RESPONSE ACTIVITY Argument

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

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

5. Identify the main argument and a related claim in “Teens and Technology Share a Future.” Then evaluate the author’s support for his claims. Explain whether the author uses sufficient reasons and evidence to support his claims. Cite evidence from the text in your explanation.

Use these guidelines in your writing or discussion.

- Identify the author’s argument, or main claim. Also identify a related claim. Recall that an author’s argument is a statement of his or her position, or opinion. An author may develop an argument by making related claims. To tell the author’s argument from related claims, decide which claim is supported by the most evidence.
- Explain how the author supports his main argument and a related claim. Remember that supporting details include logical reasons, facts, examples, and quotations from experts.
- Tell whether the author’s claims persuaded you. Did the author give enough reasons and evidence? What reasons and evidence did you find most persuasive? Why?

TIP FOR WRITTEN RESPONSE

Use text citations that strongly support your ideas.

TIP FOR DISCUSSION

Ask for evidence of one another’s claims or statements. For example, say, “What makes you think so?” or “What evidence can you cite for that?”

Name:

Date:

ANALYZE CRAFT AND STRUCTURE AUTHOR'S PERSPECTIVE: ARGUMENT

Teens and Technology Share a Future

Stefan Etienne

An argument is a form of persuasive writing. In writing an argument, an author states a main **claim** or position, which is the author's position or opinion. To support a claim, the author uses details or evidence that may include the following:

- logical reasons
- facts or statements that can be proved true
- quotations from experts
- examples that illustrate ideas.

An author's claim reflects his or her **perspective** or viewpoint. An author's viewpoint, in turn, is shaped by previous experiences and beliefs. For example, Stefan Etienne's background and experiences have helped to shape the opinion he presents.

DIRECTIONS: Answer these questions about "Teens and Technology Share a Future." Use textual evidence from the blog post to support your responses.

1. What is the author's main claim?

2. List two facts or examples that Etienne uses to support his argument. Is this evidence strong and convincing?

3. What is Etienne's background and experience? How have they shaped his perspective?

4. Do you agree with Etienne's perspective? Explain.

Name:

Date:

ANALYZE CRAFT AND STRUCTURE **AUTHOR'S PERSPECTIVE: ARGUMENT**

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- logical reasons
- facts or statements that can be proved true
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- examples that illustrate ideas.

An author's claim reflects his or her **perspective** or viewpoint. An author's viewpoint, in turn, is shaped by previous experiences and beliefs.

DIRECTIONS: Read the passage below. Then, answer the questions that follow.

You see them everywhere—flyers about missing pets tacked onto bulletin boards and electric poles around town. Each year, approximately 15% of all pet owners report their pet missing. Those missing pets often end up in animal shelters funded by the city. There's a simple way to help residents find their lost pets and reduce the costs of running the shelters at the same time, but one that many towns and cities have thus far avoided: require residents to tag their pets with microchips.

Microchips are small transponders that are implanted under a pet's skin that allow the pet to be identified and tracked. According to veterinarian Dr. Julianna Rice, "Microchips are inexpensive and are fast and easy to implant. I just don't understand why all cities and towns don't require them." Indeed, the benefits for communities include fewer lost pets and fewer resources spent on finding them. Everybody wins—especially the pets.

1. What is the writer's argument or main claim?

2. _____ What is the author's perspective on the issue? Write the letter of the best answer on the line.
 - a. The author believes having all pets microchipped is cost effective and helps reunite people with their lost pets.
 - b. The author thinks that missing pets shouldn't end up in city shelters.
3. What types of supporting details and evidence does the writer include?

4. Is the author's argument convincing? Explain your answer.

Name:

Date:

ANALYZE CRAFT AND STRUCTURE **AUTHOR'S PERSPECTIVE: ARGUMENT**

A. DIRECTIONS: Read the passage below. Then, answer the questions.

It seems that everyone has a digital device for reading books. Take a look around any train or bus and you'll see people reading on smart phones and tablets. Of course, a tablet may be easier and more convenient to carry around than a book, but something is lost when you read from a digital device. That something is the way the book feels in your hands. Even the smell of the paper and the sound the pages make when you turn them can't be duplicated on a digital device. Nothing beats a real book.

1. What is the author's main claim?

2. What reasons does the author provide to support this claim?

B. DIRECTIONS: Read the passage below. Then, answer the questions.

The Internet is ruining the music industry. The problem, it seems, is that anyone can produce and release music. All they have to do is upload a sound track or a video. A person doesn't actually have to be talented or experienced to produce and release music. In fact, for every hard-working musician out there who have spent years honing his or her craft, there are hundreds of would-be musicians who release songs on the Internet simply because they can. Most of the time, the songs are not even good. The pool of music is huge, but finding good music can be like finding a needle in a haystack, and all because everyone wants to be famous. The Internet is not picky—it makes stars of the undeserving.

1. What is the author's main claim in this passage?

2. _____ What is the author's perspective on the issue? Write the letter of the best answer on the line.

- a. The author believes that the Internet makes it too easy to release music.
- b. The author believes that talented people don't release music on the Internet.

3. Is the author's argument effective? Explain your answer.

Name:

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CONCEPT VOCABULARY AND WORD STUDY

Teens and Technology Share a Future

Stefan Etienne

WORD LIST

microchips

trigonometry

pixels

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

1. In which of these would you find *microchips*: a computer, a cellphone, and/or a book? Explain your answer. _____
2. True or false: Using *trigonometry* would help you determine if you have enough money to buy a skateboard. Explain your answer. _____
3. If you were to look closely at a digital image, and all you saw were tiny, blurry squares, would you be looking at *pixels*? Explain your answer. _____

B. WORD STUDY: The Greek suffix *-metry* means "process of measuring." *Geometry* is a branch of mathematics that is concerned with measuring points, lines, surfaces, and solids. Below, find the word in the box that matches each definition.

1. _____ the measurement of weight
2. _____ the process of making electrical measurements
3. _____ the profession that deals with examining and measuring the eyes
4. _____ the quality of something that has two sides of the same size or shape
5. _____ a science that deals with the measurement of celestial bodies, such as planets

astrometry
gravimetry
electrometry
optometry
symmetry

Name:	Date:
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WORD STUDY GREEK SUFFIX *-METRY*

The Greek suffix *-metry* means "process of measuring." *Geometry* is a branch of mathematics that is concerned with measuring points, lines, surfaces, and solids. Knowing the meaning of *-metry* can help you determine the meanings of other words.

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question. Use a dictionary if necessary.

1. True or False? People who work in visual arts, such as graphic design, are likely to use *barometry*. Explain your answer. _____
2. Could you use *telemetry* to send measurements from the International Space Station to Earth? Why or why not? _____
3. Araceli wanted to become an architect, or someone who designs buildings. Will Araceli have to learn *geometry*? Explain your answer. _____
4. If you were in the field of *audiometry*, would you be measuring the range of a person's sense of smell? Explain your answer. _____
5. The handlebars on Henry's bike show *asymmetry*. Might this cause problems when Henry is steering the bike? Explain your answer. _____

B. DIRECTIONS: Select the correct word from the box on the right to complete each sentence.

1. When he was young, my grandfather was interested in learning about how eyes work, so he decided to go into _____.
2. Elle's interest in _____ has led her to design and build a model pyramid.
3. Juanita is a perfectionist. She even makes sure that her desk is arranged so that there is _____.
4. Scientists in the field of _____ have designed the world's most accurate clock.
5. To determine that Pluto was a dwarf planet must have required the use of _____.

trigonometry astrometry chronometry optometry symmetry

Name: _____	Date: _____
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WORD STUDY GREEK SUFFIX *-METRY*

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

1. Adrian had to take a high school (geometry/odometry) class to learn about angles and intersecting lines.
2. Because Lena's ear infections interfered with her hearing, she had to see someone who specialized in (electrometry/audiometry).
3. Scientists tracking endangered species use (telemetry/trigonometry) to gather information about their movements.
4. The weather forecaster used (barometry/craniometry) to predict that a storm was on the way.

B. DIRECTIONS: Define each of the following words and use one of the words in a sentence.

1. gravimetry _____
2. optometry _____
3. chronometry _____
4. astrometry _____
5. electrometry _____

Sentence: _____

C. DIRECTIONS: Write three sentences, correctly using a word ending in *-metry* in each.

1. _____
2. _____
3. _____

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CONVENTIONS APPOSITIVES AND APPOSITIVE PHRASES

Teens and Technology Share a Future

Stefan Etienne

An **appositive** is a noun or pronoun that identifies, renames, or explains another noun or pronoun next to it. An **appositive phrase** includes an appositive and its modifiers. It follows a noun or pronoun and adds information that identifies, renames, or explains the noun.

- **Do not** set off an appositive or appositive phrase with commas or dashes if the information is essential to understanding the sentence.
- **Do** use commas or dashes to set off the appositive or appositive phrase if the information in the sentence is nonessential or nonrestrictive.

A. DIRECTIONS: Read the following sentences. For each, write the appositive or appositive phrase in each sentence on the line. Then, write the noun or pronoun it modifies.

1. Indiana Jones, a movie character, made some interesting archaeological discoveries in the film. _____
2. The microchip, an invention of the twenty-first century, has affected people's lives in many ways. _____
3. LOL, an acronym, means "laughing out loud." _____
4. Henry David Thoreau, a writer, had a strong love for natural environments. _____
5. My father's favorite car, a vintage Karmann Ghia, is a convertible that only seats two. _____

B. DIRECTIONS: Use each phrase as an appositive phrase in a sentence. Correctly punctuate each sentence.

1. keys to the future

2. information exchange

3. messaging service

4. World Wide Web

Name: _____

Date: _____

CONVENTIONS → **APPOSITIVES AND APPOSITIVE PHRASES**

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APPOSITIVE	APPOSITIVE PHRASE
<i>My friend George</i> was playing tennis. (essential)	George, <i>a champion tennis player</i> , waved to us from the court. (nonessential)

A. DIRECTIONS: Read the following sentences. For each, write the appositive or appositive phrase in each sentence on the line. Then, write the noun or pronoun it modifies.

1. Josephine, the woman who worked at the corner candy store, always gave samples. _____
2. Melina, my cousin, lived on a farm. _____
3. The math teacher, Mr. Chang, was my homeroom teacher for the year. _____
4. Mark, the pitcher, threw many fastballs during the game. _____

B. DIRECTIONS: Use each phrase as an appositive phrase in a sentence. Correctly punctuate each sentence.

1. a treasure map

2. a blanket of snow

3. my best friend

4. an inspiration to all soccer players

Name: _____

Date: _____

CONVENTIONS > APPositIVES AND APPosITIVE PHRASES

A. DIRECTIONS: Read the following sentences. For each, write the appositive or appositive phrase in each sentence on the line. Then, write the noun or pronoun it modifies.

1. Ms. Steffa, the school principal, cancelled afterschool activities due to the weather.

2. Winnie the Pooh, a fictitious character, had many adventures with Christopher Robin.

3. Mollie and Max, golden retrievers, were the winners of the dog show.

4. My cat Domino likes to sleep with me.

5. The Racing Rocket, a new thriller roller coaster, is now open at the park.

B. DIRECTIONS: Use each phrase as an appositive phrase in a sentence. Correctly punctuate each sentence.

1. my cousin _____

2. a new pet store _____

3. the student she is tutoring _____

4. a kind and generous neighbor _____

C. DIRECTIONS: Combine each set of two sentences into one sentence that uses an appositive phrase. Then, write the new sentence on the line.

1. Mrs. Franks teaches sculpture three nights a week. She is a friend of Mom's.

2. This novel is from the north branch of the library. The library is the building on Central Street.

3. The harpsichord came before the piano. It is a stringed musical instrument.

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	