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Test Yourself

Read two passages. Then answer the questions.

Passage 1:

Progress

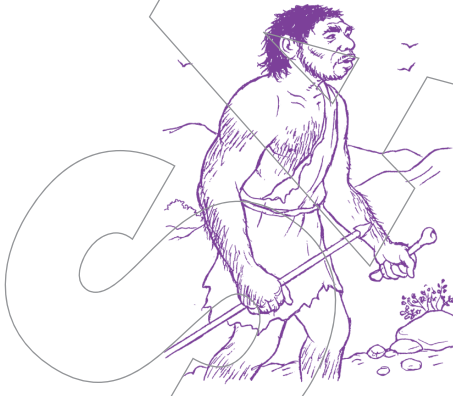
by Henry Campbell

Homo sapiens is by nature a conservative animal. We humans tend to stick with tried-and-true ways of doing things and to be suspicious of innovation. As auto pioneer Henry Ford is supposed to have said, "If it ain't broke, don't fix it." Progress, however, depends on innovation, as Ford knew very well. Throughout history, and back into prehistory, there have been brave souls who have risked the wrath of their communities by thinking, "What if we tried doing it this way?" If they weren't killed or driven away under accusation of witchcraft, their new ideas had a chance to take hold. Lucky for us they did, or we might still be living in caves.

Take the most fundamental breakthroughs in all of humanity's time on Earth—agriculture and the rise of cities. Between these two events stretch about 6,500 years of prehistory, 20,000 generations, and a few widely spaced innovations that led one to the next. Someone in a nomadic hunter-gatherer clan in northern Mesopotamia discovered that two of the wild plants in the region, wheat and barley, were exceptionally rich in food value. If you lived where these plants grew, you wouldn't necessarily starve if game were scarce. This led to semipermanent settlements, where seeds from these nutritious plants would sometimes have dropped on the ground and sprouted. This observation must have given someone the idea (a woman is usually given credit, since the men would presumably have been out hunting) that you could make plants grow where you wanted them to.



Homo sapiens
the scientific name
for the human species



EXTENSION ACTIVITIES

● Skill Strategy

Cause and Effect—see page 21 of the teacher’s edition

● Vocabulary

Passage 1: accusation, capacity, conservative, domesticated, fundamental, homo sapiens, innovation, nomadic, suspicious

Passage 2: erosion, jutting, rutted, purification, repellent, switchback

Student Book Page 126

Farming was one of those great-leap-forward innovations, like tool-making and the control of fire. A farming community can feed up to 100 times more people than a hunting-and-gathering community in an equal area. Farming led to permanent villages where food could be stored and newly domesticated animals could be kept. Permanence caused people to design and build sturdier, more comfortable houses than stick-and-animal-skin huts. Because a few food producers could feed a whole community, other people were free to develop more skills. This freedom led some innovators to discover that shaped and fired clay made excellent containers, and others to find that plant and animal fibers could be woven into warm clothing and strong rope.

The growth of villages had two more consequences. One was that the population grew faster than the land’s capacity to produce more food. So some people would leave and start new communities elsewhere. They brought their innovations with them. They carried precious seeds in clay jars. They drove flocks and herds before them and had beasts of burden to drag or carry their belongings. As they came in contact with other communities, they shared their goods and knowledge with them. Trade developed and spread.

With food surpluses also came conflict. Hunter-gatherers raided villages for food. Farming communities clashed over land and water rights. One of the earliest uses of metals was for making stronger weapons than stone axes and arrowheads. Some of the better-organized communities built walls for protection. As villages became towns, people came to identify with the place where they lived more than with their family group. This would be a major change in human culture that would lead to the birth of cities.

That birth still lay a thousand years in the future when the people we know as Sumerians settled in the river valleys of Mesopotamia. A thousand years, perhaps 40 generations, and who knows how many innovations?

● Listening/Speaking

Have students work in groups to create PowerPoint displays of humanity's greatest innovations of the past 100 years. Show the presentations to the class.

Student Book
Page 127

Passage 2:

Scout Troop 161 Sunrise Lake Hike and Picnic

Saturday, July 13

Getting There

From the Capitol Expressway, take Route 24 (exit 73) west for 46 miles to the town of Stillicoe. Continue 1.8 miles past Stillicoe and turn right on County Road 68. At 1.2 miles, keep left where the road forks. At 2.7 miles, pass under a railroad bridge. At 3.6 miles, turn right onto an unmarked gravel road. At 7 miles, turn right onto a rutted dirt road (look for a sign with a hiker icon) and drive about 120 feet to the parking area.

The Hike

Sunrise Lake is a three-mile hike from the trailhead with a 1,240-foot elevation gain. Allow about a half hour per mile, longer if you're hiking with small children. For the first half mile, the trail follows Surprise Creek. After you cross the creek on a log bridge, the trail turns left through a cool forest of oak and alder. The climb is gradual for the next 1.2 miles, with views of the creek occasionally visible on your right as it tumbles down Winthrop Mountain. At 1.7 miles, you reach the junction with the Coyote Ridge trail and the end of easy hiking. This is a good place to stop for a rest and a snack. From here, the trail follows a series of switchbacks up the mountain for a little more than a mile. You'll pass through the area burned by the Winthrop forest fire six years ago. Note the rockslide to the left caused by erosion, and be careful not to disturb any of the new growth on the hillside. At 2.8 miles, you reach the ridge crest. Turn right, and drop down the last 0.2-mile through meadow and talus slope to Sunrise Lake. The picnic will be near the big rock you'll see jutting out into the lake to the left.



switchback
trail or road that
winds up a steep
hill or incline
rather than going
straight up

FAQ

Is the water in Sunrise Lake drinkable? No, unless you bring water-purification tablets (available at the Scout Shop) or a pump filter. Bring at least two quarts of water per person.

What about food? Bring sandwiches, snacks, and other prepared food. Campfires are not allowed at Sunrise Lake, but leaders are bringing backpacking stoves for coffee and hot chocolate.

What else should I bring? Every individual should have warm clothing and rain gear. Every group of hikers should have sunscreen, insect repellent, a compass, and a trail map (available at the ranger station in Stillicoe).

How do scouts get credit for the hiking merit badge? See Ms. Hollowell or Mr. Kraemer to get checked off at trail's end.

EXTENSION ACTIVITIES

ELLs

Ask students to think about some modern innovations, what caused them to be developed, and what effect they have had on modern life. Have them share what the effect of that innovation has been on modern life (e.g. washing machines, microwave ovens, lawn mower).

Student Book Page 128

1 Analyze passage 1. Which of these *best* describes its overall structure?

- A** causes and effects
- B** problems and solutions
- C** comparison and contrast
- D** information in order of importance

RI.6.5

2 According to the author of passage 1, why is the invention of agriculture usually credited to women?

The invention of agriculture is credited to women because the men would have been out hunting. RI.6.5

3 What is a key sentence in paragraph 2 that points to the way the information in "Progress" is organized?

The key sentences is: "Between these two events stretch about 6,500 years of prehistory, 20,000 generations, and a few widely spaced innovations that led one to the next." RI.6.5

4 Explain why the author of "Progress" may have chosen to organize the information the way he did.

The author is writing about a series of prehistoric innovations that led to the beginning of civilization. His argument is that each of these innovations led to the next, so he wants to show them as a chain of causes and effects. RI.6.5

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UNIT 3
Craft and Structure

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Listening Practice

Listening has been called the forgotten skill, yet it is one of the most important. All aspects of language and cognitive development are based on listening, so it is a foundational skill. Listening plays a lifelong role in the processes of learning and communication that are essential to an active participation in life.

The following exercises give students practice in listening skills in a format similar to that used on some English Language Arts tests. The practice exercises are timed to simulate the test, but you may choose to allow students to work through the exercises at their own pace. Prepare copies of the reproducible answer sheets for each student before you begin each practice session.

Listening Practice 1

Allow about 45 minutes for this listening activity, plus an additional 15 minutes for preparation and the reading aloud of the passage. Pass out the answer sheets for Listening Practice 1 found on pages 137–138 of the teacher’s edition. All answers for Practice 1 should be written on these answer sheets. Also make sure each student has writing utensils and extra paper for taking notes.

SAY Now we’re going to do a listening practice activity. I’m going to make this exercise seem as much as possible like the real test you will be taking. First, write your name at the top of your answer sheets. Turn over your answer sheets when you are finished, and place a blank sheet of paper on top of them.

Wait a few minutes until students have followed these directions.

SAY I’m going to read two articles. Just listen as I read the articles the first time. Then I will read the articles again. As I read them the second time, you may make notes on your blank sheet of paper. After I finish reading the articles the second time, you will answer some questions about them. Are there any questions?

Address any questions before students hear the listening selections. Then read the following articles twice to the class. Be sure to read at a volume that everyone can hear but which still lets you keep a natural tone to your voice. After the first reading, pause to remind students that they may take notes during the second reading.