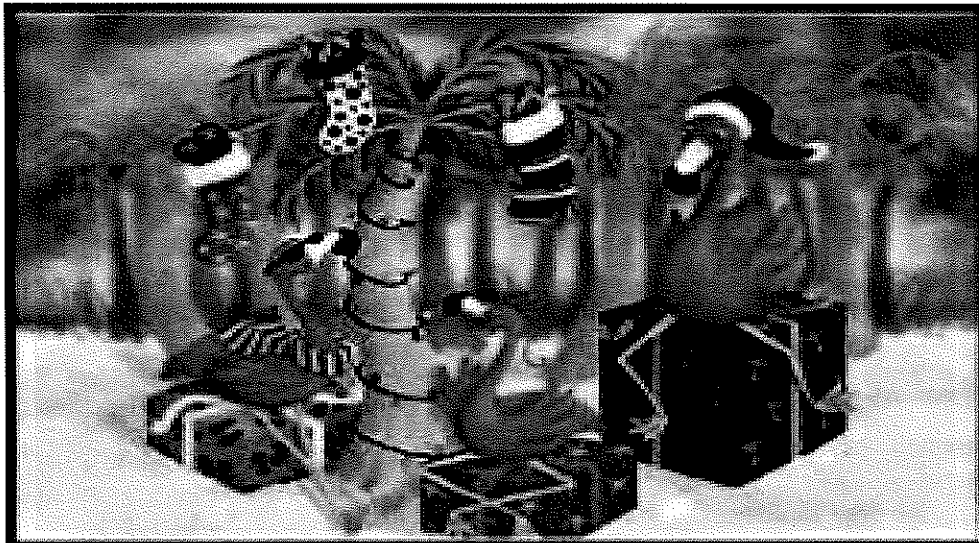


Jose de Diego Middle School



Reading/Language Arts



Grade 6

Winter Break Packet

The student activities in this packet are designed to reinforce reading skills, strategies, and standards.



Before Reading Strategies

- **Scan the article or story then star and read ALL text features** (This will help with setting a purpose for reading.)
- **Make a prediction using text features scanned throughout text.**

During Reading Strategies

- **Underline key ideas and details in the text that are important to understanding the article or story.**
- **Make notes to clarify areas of text that may be confusing.**

Ask yourself:

- What does the author want me to learn about the topic or character, events, and setting?
- How does he/she use each section to help me learn?
- What key words or phrases help me understand the author's purpose, point of view, or theme?
- Why did the author structure or organize the text this way? How does that help me better understand the topic or main message?

After Reading Strategies

- **Read each question carefully.**

Ask yourself:

- ❖ What am I being asked to do?
 - ❖ What am I asked to look for?
 - ❖ What section or sections of text do I need to revisit?
 - ❖ Does the question require going back to the text?
- **Circle, underline, or paraphrase key words in question stems.**

Passage: The Flying Tomato

1 Shaun White is one of the most recognized sports stars in the United States. He won back-to-back gold medals in the half-pipe competition. His first gold was in the 2006 Winter Olympics and second in 2010. In addition to his many awards, he also became well known for his red hair. As a result, people often refer to him as the "Flying Tomato."



2 "You know the best thing about competition? There's this whole strategy game, and when it all works out it's like solving that hard math equation. You finally get the answer and you're so happy."

– Shaun White

3 Shaun overcame many adversities to get where he is today. Before age five he had two cardiac surgeries due to a congenital heart defect. He began skateboarding soon after. Then, following in his older brother's footsteps, he began snowboarding. Shaun worked extremely hard training for many years. Then his career began to take off. In the 2002 Winter X-Games he won eight medals.

4 Shaun recently competed in the 2014 Sochi Winter Olympics. After winning gold the past two years, Shaun had all the pressure and eyes on him. Shaun came up just short of medaling in Sochi. This tough loss taught us all a valuable lesson. You can't always win. However, Shaun did not hang his head. He simply reminded us how amazing it is to make it to the Olympics and no matter how hard you work sometimes it's just not your day. All you can do is keep working and fighting for your next opportunity.

1

The facts in the passage contribute to the author's central idea by –

- (A) describing how Shaun White did in the Sochi games.
- (B) explaining how Shaun White had a heart defect.
- (C) comparing Shaun White to his brother.
- (D) highlighting all of Shaun White's accomplishments.

2

Read the quote from the passage.

"You know the best thing about competition? There's this whole strategy game, and when it all works out it's like solving that hard math equation. You finally get the answer and you're so happy."
– Shaun White (paragraph 2)

What can be concluded based on the quote?

- (A) Shaun is happy to compete.
- (B) Shaun is not just talented but strategic.
- (C) Shaun likes to solve hard math problems.
- (D) Shaun solves puzzles.

3

Read the sentence from the passage.

"Shaun overcame many adversities to get where he is today." (paragraph 3)

Select **three** synonyms for the word adversities as used in the passage.

- A misfortune
- B difficulty
- C fortune
- D event
- E hardship
- F fate

Rewrite the sentences in order to create a summary of the passage.

1.

2.

3.

4.

5.

Most recently, he competed in the Sochi Winter Olympics.

Through hard work, he was able to advance his career winning medals at the X-Games and Winter Olympics.

Shaun White is a hard working and strategic athlete well known for his Olympic gold medals in the half-pipe.

Even though he did not get a medal, he taught the world a valuable lesson: You can't always win.

As a young child, Shaun overcame a heart defect and followed his brother's love for snowboarding.

Read the sentence from the passage.

"Then, following in his older brother's footsteps, he began snowboarding." (paragraph 3)

What does the author mean when she uses the phrase "following in his older brother's footsteps"?

- (A) To do the same as his brother.
- (B) To take the same steps as his brother.
- (C) To take a unique and different path.
- (D) To make the most of his family.

6

Which theme below **best** fits the intended message of the passage?

- (A) Knowledge is a powerful tool.
- (B) Enjoy life while you are able.
- (C) Don't be afraid to fail. Always try again.
- (D) Believe those who seek the truth.

7

What is the central idea of the passage?

- (A) Shaun White was successful in all his Olympic Games.
- (B) Shaun White had a heart defect.
- (C) Shaun White is a snowboarder.
- (D) Shawn White is a hard-working sports figure.

8

Select **three** details from the passage that show Shaun White's strong character?

- A "Before age five he had two cardiac surgeries due to a congenital heart defect."
(paragraph 3)
- B "Shaun White is one of the most recognized sports stars in the United States."
(paragraph 1)
- C "Shaun did not hang his head." (paragraph 4)
- D "You can't always win." (paragraph 4)
- E "In the 2002 Winter X-Games he won eight medals." (paragraph 3)
- F "He simply reminded us how amazing it is to make it to the Olympics and no matter how hard you work sometimes it's just not your day." (paragraph 4)

9

What claim does the author make about Shaun White in the passage? Support your answer with evidence from the passage.

Write your answer in the space provided.

10

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the author's purpose in writing the passage?

- (A) The author wants to describe who Shaun White is to the reader.
- (B) The author wants to inform the reader about Shaun White's character.
- (C) The author wants to entertain the reader with popular news about Shaun White.
- (D) The author wants to persuade the reader to like Shaun White as a friend.

Part B

Which paragraph from the passage supports the answer in Part A?

- (A) Paragraph 1
- (B) Paragraph 2
- (C) Paragraph 3
- (D) Paragraph 4

Passage: Excerpt from *Paper Towns* Continued

8 "He's dead," Margo said, as if I couldn't tell.

9 I took two small steps backward. I remember thinking that if I made any sudden movements, he might wake up and attack me. Maybe he was a zombie. I knew zombies weren't real, but he sure *looked* like a potential zombie.

As I took those two steps back, Margo took two equally small and quiet steps forward. "His eyes are open," she said.

10 "Wegottagohome," I said.

11 "I thought you closed your eyes when you died," she said.

12 "Margowegottagohomeandtell."

13 She took another step. She was close enough now to reach out and touch his foot. "What do you think happened to him?" she asked. "Maybe it was drugs or something."

14 I didn't want to leave Margo alone with the dead guy who might be an attack zombie, but I also didn't care to stand around and chat about the circumstances of his demise. I gathered my courage and stepped forward to take her hand. "Margowegottagorightnow!"

15 "Okay, yeah," she said. We ran to our bikes, my stomach churn-ing with something that felt exactly like excitement, but wasn't. We got on our bikes and I let her go in front of me because I was crying and didn't want her to see. I could see blood on the soles of her purple sneakers. His blood. The dead guy blood...

16 Margo always loved mysteries. And in everything that came afterward, I could never stop thinking that maybe she loved mysteries so much that she became one.

1

Which of the following words **best** describe the reader's opinion about Margo after her encounter with the dead man? Select **two** options.

- A fearless
- B audacious
- C inquisitive
- D exciting
- E different
- F colorful

2

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

The description of the dead man helps the reader –

- (A) understand what it is like to see a dead person.
- (B) see why Margo and Quentin are so afraid.
- (C) recognize and learn more about the man.
- (D) realize the seriousness of the situation.

Part B

Fill in the circle **before** the sentences that support the answer in Part A.

(A) "Quentin," Margo said quietly, calmly. She was pointing. (B) And then I realized what was different. There was a live oak a few feet ahead of us. (C) Thick and gnarled and ancient-looking. That was not new. (D) The playground on our right. Not new, either. (E) But now, a guy wearing a gray suit, slumped against the trunk of the oak tree. Not moving. This was new. (F) He was encircled by blood; a half-dried fountain of it poured out of his mouth. The mouth open in a way that mouths generally shouldn't be.

3

From the information in the passage, the reader can tell that Margo typically –

- (A) enjoys riding her bike.
- (B) does things differently.
- (C) plays with Quentin.
- (D) is afraid of new experiences.

4

Which part of the passage **best** communicates how Quentin feels after seeing the dead man?

- (A) "I didn't want to leave Margo alone..." (paragraph 14)
- (B) "Wegottagohome,..." (paragraph 10)
- (C) "Maybe he was a zombie." (paragraph 9)
- (D) "...felt exactly like excitement..." (paragraph 15)

5

After Quentin and Margo realize the man is dead, what is the central idea in the remainder of the passage?

Write your answer in the space provided.

6

Read the sentences from the passage.

“Margo always loved mysteries. And in everything that came after-ward, I could never stop thinking that maybe she loved mysteries so much that she became one.” (paragraph 16)

The reader can conclude –

- (A) Quentin will save Margo.
- (B) terrible things will happen to Margo.
- (C) something will happen to Margo.
- (D) Margo will suffer the same fate as the man.

7

What is the author’s primary purpose in writing this passage?

- (A) To explain Quentin and Margo’s history.
- (B) To describe how Quentin reacted after finding a dead man.
- (C) To highlight an important event in Quentin’s childhood.
- (D) To provide more information about Quentin’s childhood.

8

Quentin’s examples in paragraph 1 suggest that he –

- (A) believes Margo will help him.
- (B) feels Margo is extraordinary.
- (C) understands the real Margo.
- (D) thinks something bad will happen.

9

The text is part of the prologue from *Paper Towns*. Why do you believe the author included this for the reader to see before they begin the book?

Write your answer in the space provided.

10

Rewrite each character trait in the table according to which **best** match how Margo and Quentin are portrayed in the passage.

Margo	Quentin
1.	4.
2.	5.
3.	6.

gorgeous	average
scared	nervous
different	curious

Editing Task 1

Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

Kids Guide to How the Brain Works

by Ann Steele

1. Of all of the body's organs, none is as important as the brain. The brain is the control center for the body, and it is constantly sending instructions and [A receiving B recieving C receiving D reciving] messages from the body's organs and tissues - even without your conscious knowledge.
2. Your brain makes everything you do possible, from walking and talking to singing and swimming. To understand how the brain [A works; it B works: it C works, it D works it] is important to become familiar with the brain's various parts, how the brain communicates with other body parts, and what happens when the brain becomes injured or fails to work properly.
3. Just as the heart has several different parts that work together to pump blood, [A his B your C my D their] brain has several different parts that work together as well. Scientists and doctors recognize four basic parts of the brain.
4. The cerebrum is the largest part of the brain and the most obvious component when looking at the entire organ. The cerebrum, which is sometimes called the cortex, is wrinkled so that it has more surface area but does not take up very much space. The cerebrum is responsible [A for a variety of tasks B to connect everything together C as an important part of the brain D by making decisions], including helping you to reason, move, see, plan, speak, and hear.

Excerpt from *Kids Guide to How the Brain Works* by Ann Steele.
<http://mastersinpsychologyguide.com/articles/kids-guide-to-the-brain>
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Editing Task 1 continued

Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

5. The [(A) second part of the brain the cerebellum, (B) second part of the brain, the cerebellum, (C) second part of the brain the cerebellum (D) second part of the brain, the cerebellum] is sometimes called the "little brain," as it looks like a shrunken version of the entire brain - its surface is even wrinkled, just like the cerebrum. The cerebellum is involved in maintaining posture, balance, and similar functions.
6. The limbic system [(A) reside (B) residies (C) resides (D) resides] deep inside the brain. Four parts, the thalamus, hypothalamus, amygdala, and hippocampus, comprise the limbic system. The limbic system is often called the "emotional brain," but it also controls things such as body temperature.
7. Finally, the brain stem, [(A) it is (B) when is (C) which is (D) that is] the oldest part of the brain in evolutionary terms, connects the brain to the spinal cord.

Excerpt from *Kids Guide to How the Brain Works* by Ann Steele.
<http://mastersinpsychologyguide.com/articles/kids-guide-to-the-brain>
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