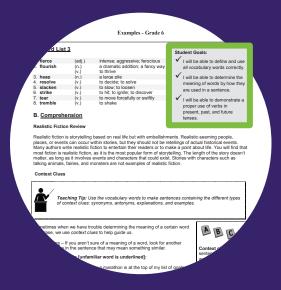


A Grade Ahead's rigorous, year-round English enrichment program is designed to challenge your child to a higher academic standard. Our monthly curriculum includes topics that your child will see in his or her English or Language Arts classes. Your child will build grammar, vocabulary, comprehension, and writing skills and develop strong critical thinking and analytical skills.

Each week will have an in-depth lesson (which we call Examples), homework, and answers. In these next pages, we offer a closer look at what our Examples, homework, and answers offer as well as a specific example of each.

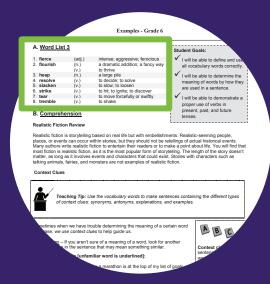


Student Goals

Student goals are listed at the top right of the Examples each week. These are topics that your child should understand by the end of the week.

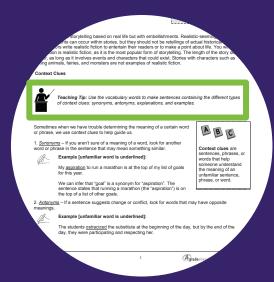


Lesson pages are titled "Examples - Grade 6," answer pages are titled "Answers - Grade 6," and homework pages are simply titled "Grade - 6."



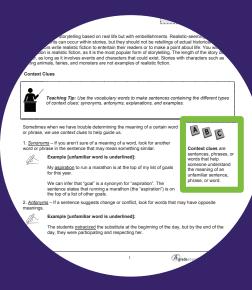
Vocabulary Word List

Your child will receive a vocabulary list for the week. Depending on the grade level, these words may be words that are difficult to spell, or they may not know the meaning of the word yet.



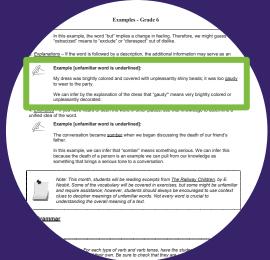
Teaching Tip

Teaching tips are suggestions to help you or your teacher present the topic to your child. These could include topics to review first or even an activity to do with your child.



ABC Word Boxes

These word boxes define terms used within the lesson that your child may not know.



Examples

To illustrate the topic, examples are provided to you and your child. These examples help demonstrate how to solve the problem or figure out the answer.



		Gra	ide - 6		
	tart Time:	_		Gra: Comprehen	lary Score: mmar Score: sion Score:
<i></i>					
A. Vocabulary – Fi may change form.	I in the blanks with	the correc	t vocabular	y word from the	word bank. Words
fierce	flouris	h	he	ар	resolve
slacken	strike		te	ar	tremble
of clothes on the flo 3. Marie and join the volleyboard 4. The					uld improve her grad
	s been dramatic, and				signed her name with
	off to sleep, the grip	she had or	the book sh	e'd been reading	1
7. As the child came vase off of the coffe	e table.		_ around the	corner, he nearl	y knocked the pricele

Homework

Each week, four days of homework are given to apply concepts from that week's lesson and reinforce the topic.



Answers

Answers are provided to check your child's homework. Enter the scores into the Parent Portal to track progress and note which areas may need more work.

A. Word List 1

1. absently	(adv.)	in a way showing lack of thought; not attentively
2. dull	(adj.)	boring; not sharp
3. engage	(v.)	to hire; to capture (as in attention)
4. fetch	(v.)	to get and bring back; to bring back a certain amount of money
5. hearth	(n.)	the floor area around a fireplace
6. linger	(v.)	to remain over time
7. pace	(n.)	the speed at which something is done; a step
8. unjust	(adj.)	not fair

Student Goals:

- I will be able to define and use all the vocabulary words correctly.
- I will be able to recognize realistic fiction and explain its characteristics.
- I will be able to answer comprehension questions by understanding the passage and by using details from the passage to support my

B. Comprehension

Realistic Fiction

Realistic fiction is storytelling based on real life but with embellishments. Realistic people, places, or events can occur within the story, but they are not based on actual historical events. Many authors write realistic fiction to entertain their readers or to make a point about life. You will find that most fiction is realistic fiction, as it is the most popular form of storytelling. The length of the story doesn't matter as long as it involves events and characters that could exist.



Example: Which of these plots is an example of realistic fiction?

- 1. When Tom turns 8 years old, he receives the bicycle of his dreams and proceeds to spend the entire summer riding around the neighborhood with his best friends.
- 2. When Tom turns 8 years old, he receives a flying bicycle and proceeds to spend the entire summer flying around the neighborhood with all of the other little vampires.

Plot 1 is realistic fiction. Although both are imaginary accounts of Tom, Plot 1 gives events that could be possible in real life. Flying bicycles and vampires, on the other hand, go beyond what we know to exist, so plot 2 could not be considered realistic fiction.

Some popular examples of realistic fiction include S.E. Hinton's *The Outsiders*, Jerry Spinelli's *Maniac Magee*, and *Holes* by Louis Sacher.



Teaching Tip: Discuss books the students have read to determine whether or not they are examples of realistic fiction.

Passage-Based Questions

The goal of questions that are based on a passage is to check for understanding. There are several types of questions you might encounter after reading a passage.



phrases.



Remember, context clues are words or phrases that help you figure out the meaning of unfamiliar words and

1. <u>Definition Questions:</u> Definition questions will ask you to determine the meaning of a word in the passage. You can do this by looking for *context clues*. Look for these clues in the sentence or sentences around the unfamiliar words.



Example: Read the following excerpt from *Peter Pan* by J.M. Barrie. It explains how Mr. Darling managed to marry Mrs. Darling.

The way Mr. Darling won her was this: the many gentlemen who had been boys when she was a girl discovered *simultaneously* that they loved her, and they all ran to her house to propose to her except Mr. Darling, who took a cab and nipped in first, and so he got her.

Example Question: What is the meaning of *simultaneously* in the excerpt?

A) sadly

B) slowly

C) at the same time

D) in a hurry

Answer: C

By using context clues, we see that all of the gentlemen went to her. Although the one who took a cab got there first, we can assume that everyone was headed to Mrs. Darling at the same time.

2. <u>Inference Questions:</u> Most comprehension questions will be asking you to *infer* something in some way. In order to infer something from a passage, you will need to look for the *implicit* information. Use implicit information and knowledge from your own life to determine the most logical answer.



Example: Read the following excerpt from Mark Twain's Adventures of Huckleberry Finn.

Miss Watson would say, "Don't put your feet up there, Huckleberry;" and "Don't scrunch up like that, Huckleberry—set up straight;" and pretty soon she would say, "Don't gap and stretch like that, Huckleberry—why don't you try to behave?" Then she told me all about the bad place, and I said I wished I was there. She got mad then, but I didn't mean no harm. All I wanted was to go somewheres; all I wanted was a change, I warn't particular. She said it was wicked to say what I said; said she wouldn't say it for the whole world; she was going to live so as to go to the good place. Well, I couldn't see no advantage in going where she was going, so I made up my mind I wouldn't try for it. But I never said so, because it would only make trouble, and wouldn't do no good.

Example Question: What type of woman is Miss Watson?

Example Answer: Miss Watson is an unmarried, strict, and religious. Her title shows that she is not married, and her constant pestering of Huckleberry to be still and behaved shows that she is firm with children. Additionally, her discussion of "the good place" refers to her belief in Heaven.

Notice that the passage <u>does not</u> directly state any of these characteristics, but they can be inferred by the author's use of *characterization*. For example, the passage does not state that Miss Watson is unmarried, but we can assume so from her title. We know that "Miss" is used for unmarried women. This is an example of using knowledge from real life to answer questions logically.





To **infer** is to determine something that is not directly stated.

Something that is **implicit** is not directly stated.







Characterization is the act of an author describing a character or characters either implicitly or *explicity*.

To do something **explicitly** is to do it directly.

In general, when inferring information, you should pay attention to the following aspects of fiction:

- characters the people, animals, or objects participating in a story
- **plot –** the events of the story
- setting where and when the story takes place
- conflict the main problem of the story
- 3. <u>Opinion Questions:</u> Some questions might ask your opinion on a topic related to the passage.

Refer to the excerpt from *The Adventures of Huckleberry Finn* on the previous page.



Example: Would you like living with Miss Watson? Why or why not? Explain your answer with details from the passage.

I would not want to live with Miss Watson because she is too strict. In the passage, Miss Watson is constantly nagging Huckleberry to sit up straight and behave.

Notice that this question asks your opinion about Miss Watson, but that it also asks you to support you answer with details from the excerpt to show that you understand Miss Watson's character and can defend your answer.

Looking at the example question above, we see a very common aspect of many comprehension questions: asking for support. Most comprehension questions will ask you to <u>support your answer with details from the passage</u>. This is very important. If you are able to support your answer, it shows that you have a complete <u>understanding</u> of the passage.

Showing Support

A good tip for consistently showing support is to answer a question in two parts.

Part 1: Answer the question generally.

<u>Part 2:</u> Support your answer with details from the passage using a phrase like, "The passage states that" or "In the passage,".



Example: Would you like living with Miss Watson? Why or why not? Explain your answer with details from the passage.

[Part 1 of the answer is underlined, and Part 2 of the answer is in italics.]: I would not want to live with Miss Watson because she is too strict. In the passage, Miss Watson is constantly nagging Huckleberry to sit up straight and behave.

Notice that this part of the answer addresses the question without going into detail in Part 1, and then in Part 2, it takes details directly from the passage to support the answer.



Note: Always find support <u>from the passage</u>. Although personal details might be interesting, if they are not found in the passage, you will not be showing a mastery of comprehension.

To begin mastering comprehension, follow these steps while you read:

- ✓ **Read slowly and with purpose**. Try to understand what you are reading *while* you are reading it.
- ✓ **Keep mental notes of things you might find to be important.** It will help you locate answers quickly and more effectively later on.
- ✓ **Break down the passage into manageable parts.** At the end of each paragraph, quickly ask yourself what it was about.
- ✓ Ask questions. If you are unsure about something, ask your teacher or parent to help clarify.



Note: This month, students will be reading excerpts from <u>The Railway Children</u> by E. Nesbit. Some of the vocabulary will be covered in exercises, but some might be unfamiliar and require assistance; however, students should always be encouraged to use context clues to decipher meanings of unfamiliar words. **Not every word is crucial to understanding the overall meaning of a text.**



Teaching Tip: Reading through index questions with students before going through the passage can help focus their attention on certain details and is good practice for test taking.



Date:	Start Time:	End Time:	Comprehension Score	:/10
<u> </u>			Vocabulary Score	:/18

A. Comprehension – Read the passage. The following passages are adapted from *The Railway Children* by E. Nesbit.

Chapter I. The beginning of things.

They were not railway children to begin with. They were just ordinary suburban children, and they lived with their Father and Mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and 'every modern convenience', as the house-agents say.



There were three of them. Roberta was the eldest. Of course, Mothers never have favourites, but if their Mother HAD had a favourite, it might have been Roberta. Next came Peter, who wished to be an Engineer when he grew up; and the youngest was Phyllis, who meant extremely well.

Mother did not spend all her time in paying **dull** calls to dull ladies, and sitting dully at home waiting for dull ladies to pay calls to her. She was almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this, she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other great occasions, such as the christening of the new kittens, or the refurnishing of the doll's house, or the time when they were getting over the mumps.

These three lucky children always had everything they needed: pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wall-paper. They also had a Father who was just perfect—never cross, never unjust, and always ready for a game—at least, if at any time he was NOT ready, he always had an excellent reason for it, and explained the reason to the children so interestingly and funnily that they felt sure he couldn't help himself.

You will think that they ought to have been very happy. And so they were, but they did not know HOW happy till the pretty life in the Red Villa was over and done with, and they had to live a very different life indeed.

The children's father has just come home from a business trip when two gentlemen come to the door. Father is gone longer than they expect. Finally, the maid (Ruth) asks their mother to join him.

Then Mother went into the Library. There was more talking. Then the bell rang again, and Ruth **fetched** a cab. The children heard boots go out and down the steps. The cab drove away, and the front door shut. Then Mother came in. Her dear face was as white as her lace collar, and her eyes looked very big and shining.

"It's bedtime," she said. "Ruth will put you to bed."

"But you promised we should sit up late tonight because Father's come home," said Phyllis.

"Father's been called away—on business," said Mother. "Come, darlings, go at once."

They kissed her and went. Roberta lingered to give Mother an extra hug and to whisper:

"It wasn't bad news, Mammy, was it? Is anyone dead-or-"

"Nobody's dead—no," said Mother, and she almost seemed to push Roberta away. "I can't tell you anything tonight, *my pet*. Go, dear, go NOW."

So Roberta went.

Ruth brushed the girls' hair and helped them to undress. (Mother almost always did this herself.) When she had turned down the gas and left them she found Peter, still dressed, waiting on the stairs.

"I say, Ruth, what's up?" he asked.

"Don't ask me no questions and I won't tell you no lies," the red-headed Ruth replied. "You'll know soon enough."

Late that night Mother came up and kissed all three children as they lay asleep. But Roberta was the only one whom the kiss woke, and she lay mousey-still, and said nothing.

"If Mother doesn't want us to know she's been crying," she said to herself as she heard through the dark the catching of her Mother's breath, "we WON'T know it. That's all."

5

	Answer the questio	ns about the passage.	
1. The children's house co	ould be best described as		
A) lacking	B) run-down	C) extravagant	D) comfortable
2. Support your answer to	question 1 with details fro	om the passage.	
3-4. Describe Mother. Use	e details from the passage	to support your answer.	
	ot know HOW happy till the ve a very different life inden infer that the "different life" B) worse	C) the same	D) non-existent
7. The following is an exce "I can't tell you an What is the meaning of m	ything tonight, my pet. Go	o, dear, go NOW."	
A) my dog	B) my dear	C) my servant	D) my child
8. Support your answer to	question 7 with details from	om the passage.	
9-10. Is this passage reali	stic fiction? Why or why n	ot? 	

absently	dull	engage	fetch
hearth	linger	pace	unjust
Please don't	any longe	r; we are in a rush!	·
. The math class was so		that half of the students fe	ll asleep.
. Most people believed that the	ne verdict was	, so they	organized a protest.
. Please go	the newspap	per so that we can look for	summer jobs.
. During the cold winters, my	favorite place to be is	s the warm	
. I have been running every o	lay, and my	has improve	d; I am running a mile
aster than ever.		•	
. Susan	gazed out the wi	indow, bored by the home	work in front of her.
I was impressed that the vis	itor was able to	all of	my students with his
resentation!	itol was able to	all 01	ny students with his
latch each voca <mark>bul</mark> ary word	Mar	adeahead	
retrieve	remain	m. boring	fascinate
unfair	speed	thoughtlessly	fireside
		_	
absently:			
O. dull:		- ()	1136
1. engage:		- ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	√ *
2. fetch:		O !	
3. hearth:			
4. linger:			
5. pace:			
6. unjust:			
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LLENGE! Write one senten	on that upon two was	ashulary words	
LLENGE: WITTE OHE SENTEN	ce mai uses <u>two voc</u>	Japulary Words.	

Week: 1 - Day 1 A. Comprehension

1. E

Answers may vary slightly.

2. The passage says that the house was "ordinary," but that it contained "every modern convenience."

Answers may vary slightly for Q3-4. Check to make sure that the student answers the question generally and then uses examples from the passage for support.

- 3-4. Mother is exciting and very loving towards her children. In the passage, it says that mother was not "dull" and that she was always willing to teach the children, play with them, and write them stories.
 - 5. B

Answers may vary slightly for Q6.

- 6. The passage describes how happy the family was, and it hints at the fact that they would not realize how lucky they were until they had to live a different type of life. From this, I can infer that the life will be worse.
- 7. E
- 8. In the passage, Mother goes on to call Roberta "dear."

Explanations may vary slightly.

9-10. This passage is realistic fiction. I know this because the events that are occurring are realistic and could happen in real life.

B. Vocabulary

1.	linger	2.	dull
3.	unjust	4.	fetch
5.	hearth	6.	pace
7.	absently	8.	engage
9.	thoughtlessly	10.	boring
11.	fascinate	12.	retrieve
13.	fireside	14.	remain
15.	speed	16.	Unfair

Sentences will vary. Check to make sure that two vocabulary words are used correctly.

17-18. I cannot engage students who are so incredibly bored with such dull material.

