

Reading/ ELA

Grade 6





Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a read aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on www.detroitk12.org/youtube. Within this packet for each week there is a text, daily fluency practice and a lesson activity. Each week is designed for kids to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become a bit more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,

April Imperio
Executive Director K-12 Literacy & Early Learning

Weekly Fluency Practice

Reading Fluency Directions:

Each week use the weekly text to practice reading fluency. Follow these steps below:

Day 1: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

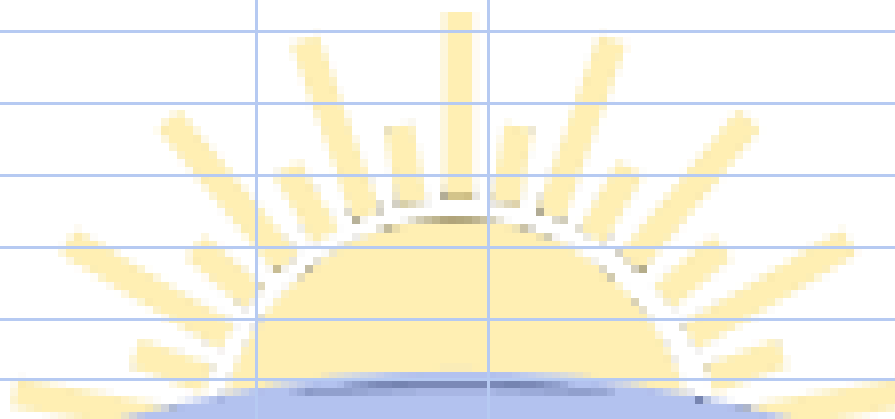
Day 5: Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Name _____

Distance Learning Reading Log



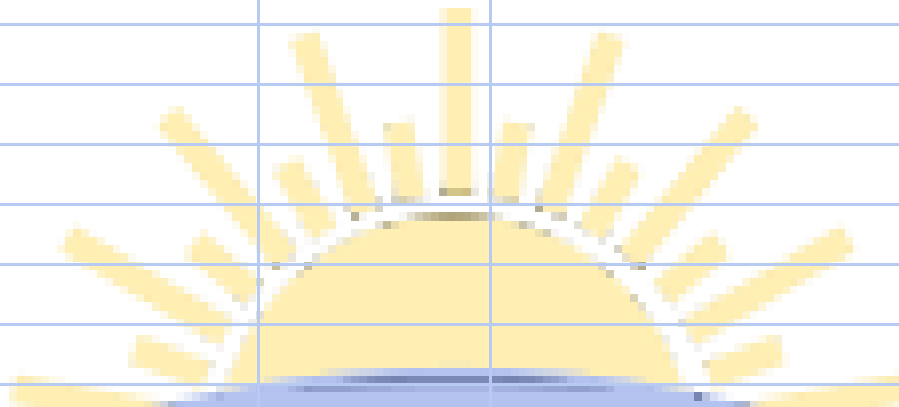
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PUBLIC SCHOOLS
COMMUNITY DISTRICT**

Students Rise. We All Rise.

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**DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT**

Students Rise. We All Rise.

Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 4/14/20 to 4/17/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?
How do authors approach providing information and making an argument?
How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W1_L1	<i>Urban Birds</i>	Note-catcher
Day 2	ELA_G6_W1_L2	<i>Urban Birds</i>	Note-catcher
Day 3	ELA_G6_W1_L3	<i>Urban Birds</i>	Note-catcher
Day 4	ELA_G6_W1_L4	<i>Urban Birds</i>	Quiz

www.detroitk12.org/youtube

Urban birds

By Cricket Media, adapted by Newsela staff on 01.01.20

Word Count 816

Level 920L



Image 1. This red-tailed hawk, nicknamed Pale Male, attracted worldwide attention in 2004 when his nest on a New York City apartment building was in danger of being removed. Here he is flying in Central Park. Photo by: Cal Vornberger/Science Source Science Source.

A falcon swoops down from a ledge. It closes in on its prey, moving at speeds of up to 320 kilometers per hour (200 miles per hour). Then it grabs an animal with its claws and flies back to the ledge. The falcon plucks away the feathers and rips into the meat. What's for breakfast? A New York City pigeon.

Peregrine falcons are no longer endangered. In fact, these birds can now be seen in many cities nationwide. There are now more than 15 pairs of peregrines in New York City. This number is "unmatched by any other urban area," says Chris Nadareski, a wildlife biologist at the city's Department of Environmental Protection. These birds can be found nesting on the tops of bridges and tall buildings. Yet how and when did these birds make it to the city? To understand, you need to look at history and think like a falcon.

Falcons Were Ingesting Poisonous DDT

In the 1960s, the number of peregrine falcons was declining fast. The birds had been eliminated from nearly all of the eastern United States. This alarmed scientists who started looking into why

This article is available at 5 reading levels at <https://newsela.com>.

this was happening. Research showed that the falcons were producing eggs with thin shells. They were so thin that the eggs often broke when mother falcon sat on them. Other eggs simply didn't hatch. It's quite difficult to keep a whole species alive when no babies are born.

Scientists identified DDT, a pesticide, as the cause of thinning egg shells. Pesticides are chemicals used to kill pests, like insects. Back then, DDT was used to control insects on crops and livestock. Because peregrine falcons ate birds that ate plants and insects sprayed with pesticide, they ended up with the poisonous DDT in their bodies, too.

Finding Nests In New York City

Once people knew why falcon populations were declining, efforts were made to save them. A law passed banning the use of DDT in 1972. Then, the U.S. Congress passed the Endangered Species Act in 1973. This act gave special protection to animals that were threatened with extinction, including peregrine falcons.

Around that same time, scientists began "hacking" falcons. This meant training young falcons to fly and hunt without adult birds. When the birds were old enough, they were released into the wild and in cities like New York. Over 1,200 falcons were released in the eastern United States during that time, including 169 in New York state. Scientists expected many of the falcons to find a home on their own. You can imagine their delight when the first two falcon pairs were found nesting in New York City.

Falcons Encountered Fewer Predators In Big Cities

Why are birds, like peregrine falcons, comfortable in big cities? Here is where you have to start thinking like a falcon. First, cities are safer for falcons. In the wild, the great horned owl preys on young peregrine falcons. And while some predators do live in urban areas, it's less than those found in nature. Also, there are plenty of pigeons to eat.

Second, peregrine falcons inhabit cliffs and other wide-open areas in nature. In the Grand Canyon, there are about 100 falcon pairs. Without access to a canyon or cliff, the top of a bridge or building in a city is the next best thing. Remember that falcon in the beginning of this story? The ledge she lives on is part of a mountain-like skyscraper, and the canyon is a wide city street surrounded by tall buildings.

Also, peregrine falcons are monitored and taken care of by wildlife biologists in New York City. During the mating season, Nadeski visits the nest sites every day. He collects information on what the falcons are eating and how many babies they're having. And he sets up nesting boxes for the birds, as peregrine falcons don't make their own nests. Nadeski places gravel inside the box to cushion the eggs and keep them from falling out of the nest. The falcons love these nesting boxes so much that they return to them year after year.

Falcons Thrive In Urban Environment

Wildlife biologists aren't the only people who help protect peregrine falcons. Other people help too. Back in the early 1990s, Nadeski remembers a doctor at a New York hospital who saw a young falcon fall into a smokestack more than 20 stories high. The doctor went to the base of the smokestack, where he found the young bird healthy but dirty. The doctor cleaned the soot from the bird and released it safely back to its nest.

This article is available at 5 reading levels at <https://newsela.com>.

So you see, it's only natural for peregrine falcons to live in urban areas. Cities look like home, falcons are safe from most predators, and the people around are more than friendly. And, of course, there is plenty of food to eat. New York City provides falcons lots and lots of yummy pigeons.

Lesson 1

Target	I can identify the argument and specific claims in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • <i>Urban Birds</i> • Lesson Note-Catcher, Pencil • ELA_G6_W1_L1
Read	With a family member, caregiver, or friend, read <i>Urban Birds</i> .
Think	<ul style="list-style-type: none"> • What is the gist, the basic sense of what this text is about? • How do you know this?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Today, we are going to be looking at literary arguments.</p> <ul style="list-style-type: none"> • Think about a time when you had an argument with someone. What causes an argument? <p>In writing, there is a difference between an argument and an opinion. A written opinion is something that a person believes. In a written argument an author makes a claim, or statement, that is supported by specific evidence.</p> <p>For example, if you were making the argument that school should start later in the morning, you might make a claim that students learn better when they have more sleep. You might then reference a scientific study that proves this, as your evidence.</p> <ul style="list-style-type: none"> • What is the general argument being made by <i>Urban Birds</i>? • What specific claims are made about the argument?
Write	Using the Lesson 1 Note-Catcher, write the argument and supporting claims that you identified from <i>Urban Birds</i> .
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 1 Note-Catcher

Directions: Write the argument and supporting claims that you identified from *Urban Birds*.

Argument:

Claim:

Claim:

Lesson 2

Target	I can cite text-based evidence to support an analysis of informational text.
Text, Materials, Video Name	<ul style="list-style-type: none">• <i>Urban Birds</i>• Lesson Note-Catcher, Pencil• ELA_G6_W1_L2
Read	With a family member, caregiver, or friend, read <i>Urban Birds</i> .
Think	<ul style="list-style-type: none">• What makes you believe something that you hear?• Does the person saying it impact whether you believe it or not?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember the argument and claims that you have already identified for <i>Urban Birds</i> (look back at your Lesson 1 Note-Catcher if you need to). Today, we are going to look at the specific evidence that the author uses to support those claims.</p> <ul style="list-style-type: none">• What pieces of evidence does the author introduce in <i>Urban Birds</i>?• How do those pieces of evidence line up with the claims that you identified in Lesson 1?
Write	Using the Lesson 2 Note-Catcher, find a piece of specific evidence from the text that is used to support each of the claims that you identified in Lesson 1.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 2 Note-Catcher

Directions: Find a piece of specific evidence from the text that is used to support each of the claims that you identified in Lesson 1.

Claim:

Supporting Evidence:

Claim:

Supporting Evidence:

Lesson 3

Target	I can use resources to build my vocabulary.
Text, Materials, Video Name	<ul style="list-style-type: none">• <i>Urban Birds</i>• Lesson Note-Catcher, Pencil• ELA_G6_W1_L3
Read	With a family member, caregiver, or friend, read <i>Urban Birds</i> .
Think	<ul style="list-style-type: none">• Did you notice any scientific words during the reading? Go back to the article and underline all of the scientific vocabulary words that you found (you should be identifying 5-10 words).
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• Look at your underlined words. What do you think each of these words mean?• If you don't know the meaning of a word, what clues from the text can help you? Try to use the text to define your unknown words.• Are there any words left that you still don't understand? If so, work with your family member, caregiver, or friend to find their meaning (use a cell phone or dictionary if available).
Write	Using the Lesson 3 Note-Catcher, organize your scientific words into the table categories. Write a brief definition for each.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 3 Note-Catcher

Directions: Organize your scientific words into the table categories. Write a brief definition for each.

<i>Chemicals</i>	<i>Diseases</i>	<i>Processes</i>
<i>Science/Scientists</i>	<i>Living Things</i>	<i>Other</i>

Lesson 4

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">• <i>Urban Birds</i>• Lesson Note-Catcher, Pencil• ELA_G6_W1_L4
Read	With a family member, caregiver, or friend, read <i>Urban Birds</i> .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have identified the gist, argument, and specific claims of the article.• You have identified evidence that the author has used to support each of those claims.• You have identified, defined, and categorized scientific vocabulary from the article.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What is the gist of the article?• What are the arguments and specific claims?• What evidence is given to support those claims?• What scientific vocabulary was used?
Write	Use the article to answer questions on the Lesson 4 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 4 Quiz

Directions: Use the article to answer the following questions.

1.) Read the list of sentences from the article.

1. A law passed banning the use of DDT in 1972.
2. This meant training young falcons to fly and hunt without adult birds.
3. Also, peregrine falcons are monitored and taken care of by wildlife biologists in New York City.
4. The doctor cleaned the soot from the bird and released it safely back to its nest.

What central idea do these sentences support?

- (A) Peregrine falcons like living and hunting in cities.
- (B) Peregrine falcons have no predators in cities.
- (C) People have worked to save peregrine falcons.
- (D) People are excited to see peregrine falcons in cities.

2.) Which option accurately summarizes the article without judgment?

- (A) Peregrine falcons are amazing birds that swoop from the sky to get rid of annoying pigeons. The birds can now be found in many cities across the country. This is something anyone visiting a city should look for.
- (B) Peregrine falcons were once endangered because of a toxic pesticide. Efforts were made by lawmakers and biologists to protect falcons. Many falcons now live in cities because they provide a safe and friendly environment.
- (C) Peregrine falcons were dying out in the eastern United States because of a pesticide called DDT. Companies that did not care about the environment sprayed the pesticide. This should never have been allowed by Congress.
- (D) Peregrine falcons have been moving closer and closer to big cities. They do this because the great horned owl preys on their young in the wild and almost made the falcon extinct. People now make nests for the birds.

3.) How does the section "Falcons Were Ingesting Poisonous DDT" relate to the section "Finding Nests In New York City"?

(A) "Falcons Were Ingesting Poisonous DDT" and "Finding Nests In New York City" both explain how falcon populations in cities have changed.

(B) "Falcons Were Ingesting Poisonous DDT" and "Finding Nests In New York City" both compare and contrast falcons in cities and the wild.

(C) "Falcons Were Ingesting Poisonous DDT" explains a problem, and "Finding Nests In New York City" describes some solutions.

(D) "Falcons Were Ingesting Poisonous DDT" explains an effect, and "Finding Nests In New York City" describes the primary causes.

4.) Read the selection from the section "Falcons Encountered Fewer Predators In Big Cities."

Remember that falcon in the beginning of this story? The ledge she lives on is part of a mountainlike skyscraper, and the canyon is a wide city street surrounded by tall buildings.

What is one way the placement of this selection develops the causes of peregrine falcons thriving in cities?

(A) It compares the city environment described in the introduction of the article to the falcons' natural environment.

(B) It introduces the dangers falcons experience when living in the wild, which are discussed in the remainder of the article.

(C) It repeats information included previously in the article in order to emphasize a point about diverse environments for falcons.

(D) It contradicts the claim made in the beginning of the article about how falcons manage to survive in crowded urban areas.

Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 4/20/20 to 4/24/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?

How do authors approach providing information and making an argument?

How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W2_L5	<i>Bee Blight</i>	Note-catcher
Day 2	ELA_G6_W2_L6	<i>Bee Blight</i>	Note-catcher
Day 3	ELA_G6_W2_L7	<i>Bee Blight</i>	Note-catcher
Day 4	ELA_G6_W2_L8	<i>Bee Blight</i>	Quiz
Day 5	ELA_G6_W2_L9	<i>Bee Blight</i>	Writing Activity

www.detroitk12.org/youtube

Issue Overview: Bee blight

By Bloomberg, adapted by Newsela staff on 09.06.16

Word Count 687

Level 990L



TOP: Bees in their hive. Photo by Sean Gallup. BOTTOM: Graphics by U.S. Department of Agriculture.

Bees have been dying at alarming rates for the last 10 years. That makes it more expensive to produce the many crops that depend on them for pollination. Dismay over their disappearance is about more than economics. People have long celebrated bees in poetry, song and religious texts. The causes for their decline include disease and poor nutrition, neither of which has an easy solution. The role of another factor, chemicals, is uncertain and debated. That hasn't stopped bee lovers from fixing blame, with some countries banning pesticides called neonicotinoids.

The Situation

U.S. beekeepers have reported losing an average of 30 percent of their bees in the winters beginning in 2006–2007. The loss of bees for the most recent winter was also in that range. However, losses in the summer of 2015 were unusually high, producing an annual figure of 44 percent. Beekeepers estimate that the rate was closer to 15 percent 10 years ago.

Environmental groups blame bee deaths on neonicotinoids. These are chemicals often applied to seeds to fend off insects as plants grow. Companies that make these chemicals say the insecticides are being unfairly blamed. Studies have drawn conflicting conclusions.

This article is available at 5 reading levels at <https://newsela.com>.

In 2013, the European Union issued a limited ban on the use of three neonicotinoids on flowering crops. In Canada, the government has adopted regulations to reduce the use of seeds treated with neonicotinoids. The U.S. Environmental Protection Agency (EPA) is reviewing neonicotinoid use in 2016. In January, the EPA found that one variety may threaten hives when it comes into contact with some crops that attract pollinators. Meanwhile, the agency has proposed bans on spraying several dozen pesticides in certain places. They may be harmful in fields where bees have been brought in to pollinate a crop. A government task force has called for more research on pesticide effects.

The Background

A beehive is an image of community in Shakespearean texts. The Book of Mormon uses honeybees as a symbol of hard work. The Quran, the Muslim holy book, praises bees for making honey. Farmers raising crops from apples to zucchini have long relied on bees because they help fertilize plants and increase yields.

Modern growers have come to depend on domesticated honeybees. In the U.S., traveling beekeepers criss-cross the country to follow growing seasons. Honeybee pollination adds an estimated \$15 billion in value to U.S. crops each year.

Beekeepers began reporting their high losses in 2006. The term "colony collapse disorder" was coined as a result to describe adult bees abandoning their hives. Today, however, this phenomenon accounts for only a small fraction of bee losses. Scientists believe a number of causes are hurting the bees. These include bee viruses and poor nutrition. The use of weedkillers is reducing the areas where bees can live. Monocropping, growing just one plant over a large area year after year, may limit bees from eating a varied diet.

The Argument

The debate about the bees is part of a larger battle over the future of agriculture. Supporters of modern farming practices see bee deaths as an added cost of food production. They note that the losses have not significantly affected harvests or food prices. This group opposes pesticide restrictions. They argue that bans will reduce crop yields, and that the benefits to bees will be limited. What's more, farmers might return to using older, more toxic chemicals. This would leave bees worse off.

DEFINITIONS

crop

A plant that is grown as food, such as fruits, vegetables, and grains

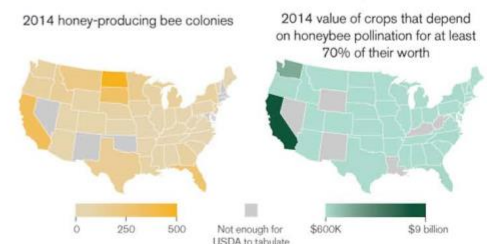
pesticide

A substance used for killing pests, like insects and weeds, that can destroy crops

pollination

How pollen spreads from plant to plant to produce more plants and fruit

Where the Bees Are and Where They're Needed



This article is available at 5 reading levels at <https://newsela.com>.

Critics of modern agriculture see bee deaths as a sign of deep problems in the food system. They support crop rotation, reduced chemical use and sustainable land-management practices. For example, they believe some land should be set aside to grow weeds for bees to feed on. They argue that these measures are necessary to return bee colonies to health. Often they are supporters of pesticide-free farming.

A White House-appointed task force released its plan to improve bee colony populations in May 2015. The U.S. National Stakeholders Conference on Honey Bee Health issued a 2012 report. Beekeeper Randy Oliver explores the issues on his website, Scientific Beekeeping. The website for the nonprofit Xerces Society also has useful information.

Lesson 5

Target	I can identify the argument and specific claims in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Bee Blight • Lesson Note-Catcher, Pencil • ELA_G6_W2_L5
Read	With a family member, caregiver, or friend, read Bee Blight .
Think	<ul style="list-style-type: none"> • What is the gist, the basic sense of what this text is about? • How do you know this?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that last week, we introduced the concept of literary arguments and claims. If you need to, review Week 1 Lesson 1.</p> <ul style="list-style-type: none"> • What is the general argument being made by <i>Bee Blight</i>? • What specific claims are made about the argument?
Write	Using the Lesson 5 Note-Catcher, write the argument and supporting claims that you identified from <i>Bee Blight</i> .
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 5 Note-Catcher

Directions: Write the argument and supporting claims that you identified from *Bee Blight*.

Argument:

Claim:

Claim:

Lesson 6

Target	I can cite text-based evidence to support an analysis of informational text.
Text, Materials, Video Name	<ul style="list-style-type: none">• Bee Blight• Lesson Note-Catcher, Pencil• ELA_G6_W2_L6
Read	With a family member, caregiver, or friend, read Bee Blight .
Think	<ul style="list-style-type: none">• What makes you believe something that you have read?• Do you believe all things that you read in the same way? Why or why not?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember the argument and claims that you have already identified for <i>Bee Blight</i> (look back at your Lesson 5 Note-Catcher if you need to). Today, we are going to look at the specific evidence that the author uses to support those claims.</p> <ul style="list-style-type: none">• What pieces of evidence does the author introduce in <i>Bee Blight</i>?• How do those pieces of evidence line up with the claims that you identified in Lesson 5?
Write	Using the Lesson 6 Note-Catcher, find a piece of specific evidence from the text that is used to support each of the claims that you identified in Lesson 5.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 6 Note-Catcher

Directions: Find a piece of specific evidence from the text that is used to support each of the claims that you identified in Lesson 5.

Claim:

Supporting Evidence:

Claim:

Supporting Evidence:

Lesson 7

Target	I can use resources to build my vocabulary.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Bee Blight • Lesson Note-Catcher, Pencil • ELA_G6_W2_L7
Read	With a family member, caregiver, or friend, read Bee Blight .
Think	<ul style="list-style-type: none"> • Did you notice any scientific words during the reading? Go back to the article and underline all of the scientific vocabulary words that you found (you should be identifying 5-10 words, not including the 3 definitions already provided by the article).
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Look at your underlined words. What do you think each of these words mean? • If you don't know the meaning of a word, what clues from the text can help you? Try to use the text to define your unknown words. • Are there any words left that you still don't understand? If so, work with your family member, caregiver, or friend to find their meaning (use a cell phone or dictionary if available).
Write	Using the Lesson 7 Note-Catcher, organize your scientific words into the table categories. Write a brief definition for each. When you are finished, compare your table to the one that you completed last week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 7 Note-Catcher

Directions: Organize your scientific words into the table categories. Write a brief definition for each. When you are finished, compare your table to the one that you completed last week.

<i>Chemicals</i>	<i>Diseases</i>	<i>Processes</i>
<i>Science/Scientists</i>	<i>Living Things</i>	<i>Other</i>

Lesson 8

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">• Bee Blight• Lesson Note-Catcher, Pencil• ELA_G6_W2_L8
Read	With a family member, caregiver, or friend, read Bee Blight .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have identified the gist, argument, and specific claims of the article.• You have identified evidence that the author has used to support each of those claims.• You have identified, defined, and categorized scientific vocabulary from the article.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What is the gist of the article?• What are the arguments and specific claims?• What evidence is given to support those claims?• What scientific vocabulary was used?
Write	Use the article to answer questions on the Lesson 8 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 8 Quiz

Directions: Use the article to answer the following questions.

1.) Which of the following answer choices BEST describes two central ideas of the article?

(A) Bees are an important part of crop pollination for farmers. Beekeepers travel around the country so their bees can pollinate crops.

(B) Bees are dying at an unusually high rate. Different groups are debating whether pesticides are to blame for bee deaths.

(C) Bees are an important part of crop pollination for farmers. Farmers use pesticides to increase the amount of crops they can grow.

(D) Bees are dying at an unusually high rate. Bees abandoning their hives is an event that has been termed "colony collapse disorder."

2.) Which detail would be MOST important to include in a summary of the article?

(A) U.S. beekeepers have reported losing an average of 30 percent of their bees in the winters beginning in 2006-2007.

(B) In 2013, the European Union issued a limited ban on the use of three neonicotinoids on flowering crops.

(C) A beehive is an image of community in Shakespearean works.

(D) Beekeeper Randy Oliver explores the issues on his website, Scientific Beekeeping.

3.) How do the maps relate to the main idea of the article?

(A) by demonstrating that the healthy bee colonies are not in the states where they are most needed

(B) by showing the states with the most healthy bee colonies and the states where bees are needed for farming

(C) by demonstrating which states are losing bees the fastest and which ones use pesticides

(D) by showing how pesticide use and bee death are connected in several states in the country

4.) Which sentence from the article is BEST illustrated by the green map on the right?

(A) However, losses in the summer of 2015 were unusually high, producing an annual figure of 44 percent.

(B) Meanwhile, the agency has proposed bans on spraying several dozen pesticides in certain places.

(C) Honeybee pollination adds an estimated \$15 billion in value to U.S. crops each year.

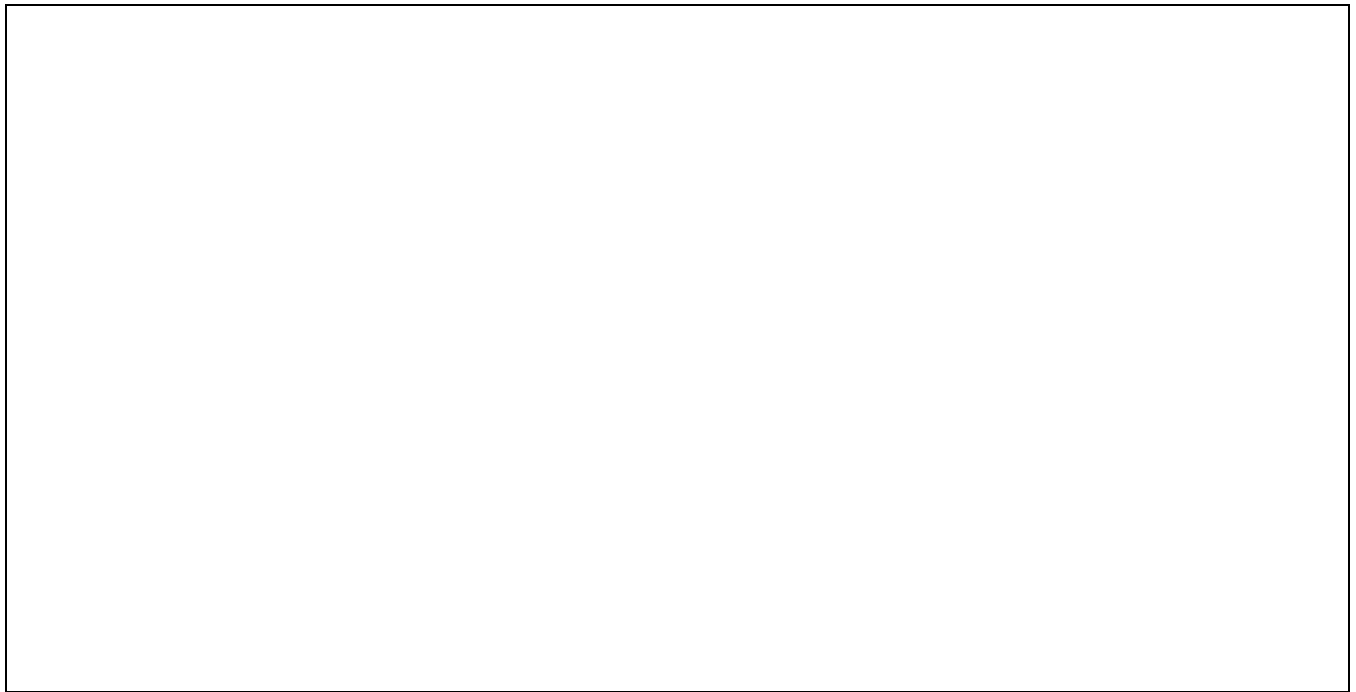
(D) A White House-appointed task force released its plan to improve bee colony populations in May 2015.

Lesson 9

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">• Bee Blight• Lesson Writing Activity, Pencil• ELA_G6_W2_L9
Read	With a family member, caregiver, or friend, read Bee Blight .
Think	<ul style="list-style-type: none">• Based on what you have learned from reading <i>Bee Blight</i>, how would you explain the importance of bees?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What have we learned from this article about the importance of bees?
Write	Using the Lesson 9 Writing Activity, write a short paragraph that describes why bees are important to humans. Below your paragraph, use the box to draw a small poster that supports your position.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 9 Writing Activity

Directions: Write a short paragraph that describes why bees are important to humans. Below your paragraph, use the box to draw a small poster that supports your position.



Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 4/27/20 to 5/1/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?

Questions:

How do authors approach providing information and making an argument?

How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W3_L10	<i>Orcas Are Protected, But There Are Still Too Few of Them</i>	Note-catcher
Day 2	ELA_G6_W3_L11	<i>Orcas Are Protected, But There Are Still Too Few of Them</i>	Note-catcher
Day 3	ELA_G6_W3_L12	<i>Orcas Are Protected, But There Are Still Too Few of Them</i>	Note-catcher
Day 4	ELA_G6_W3_L13	<i>Orcas Are Protected, But There Are Still Too Few of Them</i>	Quiz
Day 5	ELA_G6_W3_L14	<i>Orcas Are Protected, But There Are Still Too Few of Them</i>	Writing Activity

www.detroitk12.org/youtube

Orcas are protected, but there are still too few of them

By The Seattle Times, adapted by Newsela staff on 07.15.14

Word Count 793

Level 980L



A sheet of water cascades off the back of an Orca that surfaced in Haro Strait near a whale watching charter boat. Dean J. Koepfler/Tacoma News Tribune/MCT

It would be so much easier if the whales faced just one problem, but they don't. For many reasons, the number of killer whales, or orcas, is shrinking, not growing.

About a decade ago, the killer whales of Puget Sound gained protection under the Endangered Species Act, meaning that they can't be hunted. Since then, scientists have figured out where the orcas go in winter. They've learned that the whales can tell a Chinook salmon from a sockeye by using their sonar to detect small differences in the fish. Researchers also have seen the many ways these majestic mammals change their behavior in response to noise from passing boats.

The scientists' knowledge is vast. Yet new research shows the region's [killer whale population still is not growing](#).

Scientists are "trying to understand ... why the whales haven't increased more than they have," said Mike Ford, a whale expert with the National Oceanic and Atmospheric Administration (NOAA).

This article is available at 5 reading levels at <https://newsela.com>.

In one sense, though, scientists already know: New whale discoveries reveal that orcas face complicated threats that build on each other.

“Part of what I hoped at the beginning was that it would be mostly one thing that was wrong,” said Brad Hanson, a whale expert with the NOAA. “But they all appear to be intertwined.”

Three Dangers Identified

In the early 1960s, Puget Sound’s killer whales numbered 140. Some scientists suspect that a century before there might have been 200 or more.

By the early 1970s, after companies began catching orcas to sell to marine parks, the population had dropped to just 71. After capture was outlawed a few years later, the orca population climbed to 99 in the mid-1990s.

As of last year, only 82 remain.

The number of whales seem to be decreasing because of three main factors. These include a lack of food, the buildup of chemicals in their bodies from pollution and disturbances from boats.

The situation gets more complicated.

These whales, it turns out, mostly prefer Chinook salmon, which are in short supply. In addition, noise from boats disturbs the orcas. It causes them to swim faster, work harder, slap their tails more and hunt less. This may mean the whales burn more calories just as they’re getting less food.

New rules require boaters and whale-watching ships to stay 200 yards from whales. But they don’t always followed the new rules, said Lynne Barre, head of protected resources for NOAA’s Seattle office.

Pollution Cleanup Will Take Time

Meanwhile, these long-lived mammals already are among the most polluted animals on Earth. Chemicals from pollution build up in their fat over decades. This potentially affects their health and limits the number of offspring.

Efforts to clean up Puget Sound are underway. But whales still take in old pesticides and chemicals are present in the food they eat.

All these issues are even more complicated than they first appear.

For example, some orca pods, or herds, are more heavily affected by the pesticide DDT than others. This is likely because they rely on fish from California rivers polluted with DDT.

“They pick up (chemicals from pollution) from where they’re going,” Ford said.

North Versus South

At the same time, other Northwest marine animals that eat fish actually are on the rise. These include seals, sea lions, even other killer whale populations.

The northern killer whale population has tripled to nearly 300 since the 1960s. Northern and southern whales share similar diets. But Puget Sound’s southern whales range from California to

This article is available at 5 reading levels at <https://newsela.com>.

Alaska, while the northern whales travel mostly between northern Washington and Alaska.

The growth of the northern population may even be helping keep the southern whale populations down.

For starters, northern whales may have a food advantage.

“One thing we’re considering is that the northern-resident population may have first crack at the best salmon stocks,” Hanson said. “A lot of the West Coast fish, they come out of the rivers, they turn right and head north.”

Other problems make life hard for southern whales.

Two of the three southern-resident pods don't have enough young females. This group already gives birth to fewer whale calves than northern whales. “It doesn’t take much to tip the balance the wrong way,” Hanson said.

Also, whales are born to parents within their pod. This can make whales more likely to have get sick or have genetic problems.

Where Do They Go?

There are many other whale mysteries.

When killer whales die, they rarely wash up on the beach for researchers to find and study, Barre said. Instead, they just disappear and scientists never know why they died.

And much of their behavior can't be understood.

“Why do they sometimes decide to turn out toward the ocean and stay there for two weeks?” Barre asked.

Lesson 10

Target	I can identify the argument and specific claims in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Orcas Are Protected, But There Are Still Too Few of Them • Lesson Note-Catcher, Pencil • ELA_G6_W3_L10
Read	With a family member, caregiver, or friend, read Orcas Are Protected, But There Are Still Too Few of Them .
Think	<ul style="list-style-type: none"> • What is the gist, the basic sense of what this text is about? • How do you know this?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>You should now be very familiar with the concept of literary arguments and claims.</p> <ul style="list-style-type: none"> • What is the general argument being made by <i>Orcas Are Protected, But There Are Still Too Few of Them</i>? • What specific claims are made about this argument?
Write	Using the Lesson 10 Note-Catcher, write the argument and supporting claims that you identified from <i>Orcas Are Protected, But There Are Still Too Few of Them</i> .
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 10 Note-Catcher

Directions: Write the argument and supporting claims that you identified from by *Orcas Are Protected, But There Are Still Too Few of Them*.

Argument:

Claim:

Claim:

Lesson 11

Target	I can cite text-based evidence to support an analysis of informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Orcas Are Protected, But There Are Still Too Few of Them • Lesson Note-Catcher, Pencil • ELA_G6_W3_L11
Read	With a family member, caregiver, or friend, read Orcas Are Protected, But There Are Still Too Few of Them .
Think	<ul style="list-style-type: none"> • What can make you change your mind about something that you already believe?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember the argument and claims that you have already identified for <i>Orcas Are Protected, But There Are Still Too Few of Them</i> (look back at your Lesson 1 Note-Catcher if you need to). Today, we are going to look at the specific evidence that the author uses to support those claims.</p> <ul style="list-style-type: none"> • What pieces of evidence does the author introduce in by <i>Orcas Are Protected, But There Are Still Too Few of Them</i>? • How do those pieces of evidence line up with the claims that you identified in Lesson 10?
Write	Using the Lesson 11 Note-Catcher, find a piece of specific evidence from the text that is used to support each of the claims that you identified in Lesson 10.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 11 Note-Catcher

Directions: Find a piece of specific evidence from the text that is used to support each of the claims that you identified in Lesson 10.

Claim:

Supporting Evidence:

Claim:

Supporting Evidence:

Lesson 12

Target	I can use resources to build my vocabulary.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Orcas Are Protected, But There Are Still Too Few of Them • Lesson Note-Catcher, Pencil • ELA_G6_W3_L12
Read	<ul style="list-style-type: none"> • With a family member, caregiver, or friend, read Orcas Are Protected, But There Are Still Too Few of Them.
Think	<ul style="list-style-type: none"> • Did you notice any scientific words during the reading? Go back to the article and underline all of the scientific vocabulary words that you found (you should be identifying 5-10 words).
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Look at your underlined words. What do you think each of these words mean? • If you don't know the meaning of a word, what clues from the text can help you? Try to use the text to define your unknown words. • Are there any words left that you still don't understand? If so, work with your family member, caregiver, or friend to find their meaning (use a cell phone or dictionary if available).
Write	Using the Lesson 12 Note-Catcher, organize your scientific words into the table categories. Write a brief definition for each. When you are finished, compare your table to the two previous ones that you have already completed.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 12 Note-Catcher

Directions: Organize your scientific words into the table categories. Write a brief definition for each. When you are finished, compare your table to the two previous ones that you have already completed.

<i>Chemicals</i>	<i>Diseases</i>	<i>Processes</i>
<i>Science/Scientists</i>	<i>Living Things</i>	<i>Other</i>

Lesson 13

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">• Orcas Are Protected, But There Are Still Too Few of Them• Lesson Note-Catcher, Pencil• ELA_G6_W3_L13
Read	With a family member, caregiver, or friend, read Orcas Are Protected, But There Are Still Too Few of Them .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have identified the gist, argument, and specific claims of the article.• You have identified evidence that the author has used to support each of those claims.• You have identified, defined, and categorized scientific vocabulary from the article.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What is the gist of the article?• What are the arguments and specific claims?• What evidence is given to support those claims?• What scientific vocabulary was used?
Write	Use the article to answer questions on the Lesson 13 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 13 Quiz

Directions: Use the article to answer the following questions.

1.) Select the paragraph from "North Versus South" that discusses the advantage northern whales have over southern whales. In the article, circle the paragraph you choose.

2.) The article draws a connection between:

- (A) Chinook salmon and disturbance from boats
- (B) orcas and the Endangered Species Act
- (C) decreasing population of orcas and sea lions
- (D) southern whales and Washington

3.) How does including the section "Three Dangers Identified" help the article?

- (A) It shows that despite a number of steps taken to protect orcas, their numbers still haven't stabilized.
- (B) It explains the major reasons causing a decrease in orca population.
- (C) It emphasizes the short supply of the preferred food of orca.
- (D) It provides detail of the number of whales left.

4.) Read the sentence from the article.

"But they all appear to be intertwined."

Why does the author include this sentence in the article?

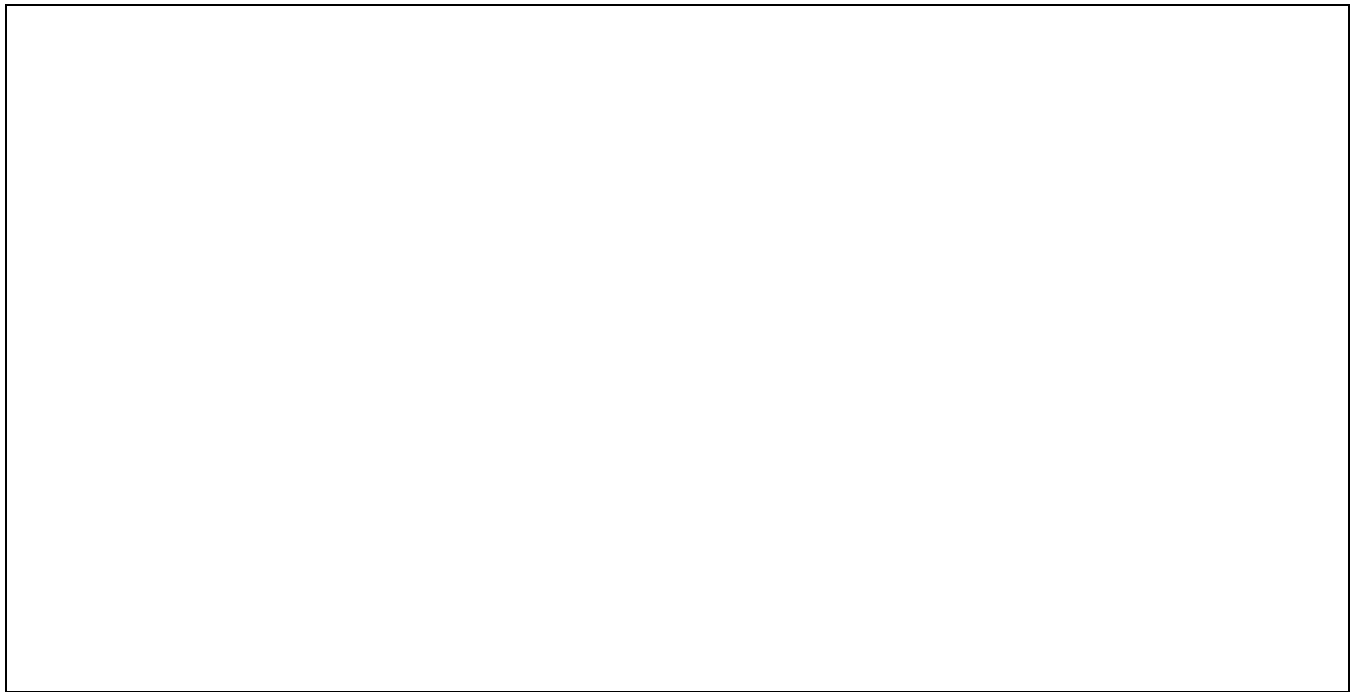
- (A) to provide details of the fluctuating number of whales
- (B) to explain the complex nature of threats faced by whales
- (C) to provide the opinion of scientists on issues faced by whales
- (D) to explain the problem associated with the Endangered Species Act

Lesson 14

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">• Orcas Are Protected, But There Are Still Too Few of Them• Lesson Writing Activity, Pencil• ELA_G6_W3_L14
Read	With a family member, caregiver, or friend, read Orcas Are Protected, But There Are Still Too Few of Them .
Think	<ul style="list-style-type: none">• Based on what you have learned from reading the article, how would you describe the threats to Orca whales?• Is there anything that people can do to help?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What are the greatest threats to Orca whales?• What can people do to help?
Write	Using the Lesson 14 Writing Activity, write a short paragraph that describes why Orcas are threatened. Below your paragraph, use the box to draw a small poster that supports your position.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 14 Writing Activity

Directions: Write a short paragraph that describes why Orcas are threatened. Below your paragraph, use the box to draw a small poster that supports your position.



Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/4/20 to 5/8/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?

How do authors approach providing information and making an argument?

How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W4_L15	<i>Scientists May Be Using Stretchy Glue From Slugs For Wound Care</i>	Note-catcher
Day 2	ELA_G6_W4_L16	<i>Scientists May Be Using Stretchy Glue From Slugs For Wound Care</i>	Note-catcher
Day 3	ELA_G6_W4_L17	<i>Scientists May Be Using Stretchy Glue From Slugs For Wound Care</i>	Note-catcher
Day 4	ELA_G6_W4_L18	<i>Scientists May Be Using Stretchy Glue From Slugs For Wound Care</i>	Quiz
Day 5	ELA_G6_W4_L19	<i>Scientists May Be Using Stretchy Glue From Slugs For Wound Care</i>	Writing Activity

www.detroitk12.org/youtube

Doctors may be using stretchy glue from slugs for wound care

By Washington Post, adapted by Newsela staff on 08.08.17

Word Count 581

Level 810L



The *Arion subfuscus* slug that inspired the adhesive oozes sticky goo off its back to defend itself from predators. Photo from Andy Smith via Washington Post

Scientists have invented a new glue that can hold the human body together.

Slug slime gave them the idea.

The glue is so sticky it can be attached to a beating heart. Scientists hope that one day it could be used to close wounds instead of stitches.

Doctors currently use glues in operations. None are perfect. Some glues create strong bonds, but they are too stiff. Other glues are stretchy but weak. The new glue sticks tightly, and it is held together by a stretchy web.

Its sticking power is probably 10 times stronger than other glues, said Phillip Messersmith. He teaches at the University of California at Berkeley and was not involved with the study.

Medicine Releaser?

This article is available at 5 reading levels at <https://newsela.com>.

Besides sticking body parts together, the glue could be used to slowly release medicine in the body. More importantly, it can stretch so much that it could be used in growing children with heart disease, said Nikolay Vasilyev. He is with the Boston Children's Hospital in Massachusetts and is one of the leaders of the study. It was published Thursday in the journal Science.

The scientists tried the glue on pig organs. The glue stuck strongly to skin, blood vessels, livers and hearts. In one experiment, it was used to patch a hole in a pig heart. It stretched along with the heart, and the hole stayed plugged even after the heart was pumped with air more than 10,000 times.

In living rats, it sealed wounds on their liver.

"This is really what we dreamed of," said Andy Smith. He studies slug slime at Ithaca College in New York state.

It's Like Rubber Cement

The scientists were inspired by a bright orange slug. It oozes sticky slime to defend itself from predators. The slug is smaller than a pinkie, but it can make 1- 20th of its weight in slime. Within seconds, the slime hardens into a kind of rubber cement. It will stretch between your fingers and is tough to remove.

"Anything that tried to eat this slug would get a mouthful of glue," Smith said.

Smith said the new glue works like a hook-and-loop fastener. It attaches quickly but not immediately. This feature will make it much easier for doctors to work with than medical glues now. Glues now stick almost instantly.

The main ingredient in the slime glue is water. It is a hydrogel, a stretchy substance that is 9-10th water. This means can be injected into the body. In some cases, it may even be used instead of an operation. For people with heart disease, they may be able to wait longer between operations, Vasilyev said. The material is so stretchy that it can bend with an elbow. It can also expand as a child grows larger. The glue is also able to stay in the body for a longer time, even in children.

They May Replace Stitches

Jianyu Li is a researcher at Harvard in Massachusetts and one of the study's main scientists. He hopes the team might be able to design glues that dissolve over time. Doctors could use it to close wounds instead of stitches.

Xuanhe Zhao studies hydrogels at the Massachusetts Institute of Technology in Boston. He was not involved with the study. Zhao found the glue very interesting. Hydrogels are tough, he said, and have been tested in many things, like robots. Thanks to slugs, this is the first time hydrogels have been used to hold human tissue together, Zhao said.

This article is available at 5 reading levels at <https://newsela.com>.

Lesson 15

Target	I can quote or paraphrase what others are saying.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Scientists May Be Using Stretchy Glue From Slugs For Wound Care • Lesson Note-Catcher, Pencil • ELA_G6_W4_L15
Read	With a family member, caregiver, or friend, read Scientists May Be Using Stretchy Glue From Slugs For Wound Care .
Think	<p>Today, we will be paraphrasing, or restating in our own words what we have read.</p> <ul style="list-style-type: none"> • Why do you think that it's important to be able to paraphrase what we have read? • How can paraphrasing help us to avoid plagiarism, or passing off someone else's work as our own?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Paraphrase the article that you have just read.</p> <ul style="list-style-type: none"> • What is the gist? • What are the main ideas and key details?
Write	Using the Lesson 15 Note-Catcher, paraphrase the article in your own words. Be sure to include the main ideas and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 16

Target	I can cite text-based evidence to support an analysis of informational text.
Text, Materials, Video Name	<ul style="list-style-type: none">• Scientists May Be Using Stretchy Glue From Slugs For Wound Care• Lesson Note-Catcher, Pencil• ELA_G6_W4_L16
Read	With a family member, caregiver, or friend, read Scientists May Be Using Stretchy Glue From Slugs For Wound Care .
Think	<ul style="list-style-type: none">• What are the benefits of using slime from slugs to heal wounds?• What evidence does the author provide about these benefits?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What evidence has the author provided about the benefits of using slime from slugs to heal wounds?• What data has the author provided in support of that evidence?
Write	Using the Lesson 16 Note-Catcher, explain why slime from slugs is useful to help heal wounds. Include evidence from the article that you think best supports your analysis.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 17

Target	I can use prefixes, suffixes, and roots as clues to help me determine the meaning of a word.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Scientists May Be Using Stretchy Glue From Slugs For Wound Care • Lesson Note-Catcher, Pencil • ELA_G6_W4_L17
Read	With a family member, caregiver, or friend, read Scientists May Be Using Stretchy Glue From Slugs For Wound Care .
Think	<p>Today, we will be looking at prefixes and suffixes. These are letters that attach to a root, or base word, to change its meaning. We can use prefixes and suffixes to help us understand new and unknown words.</p> <ul style="list-style-type: none"> • What do you do first when you don't understand a word?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Prefixes are letters attached to the beginning of a root word. Some common prefixes include anti-, over-, and pre-.</p> <ul style="list-style-type: none"> • Can you think of any words that start with these letters? • What do you think that each of these prefixes means? <p>Suffixes are letters attached to the end of a root word. Some common suffixes include -er, -ic, and -ist.</p> <ul style="list-style-type: none"> • Can you think of any words that end with these letters? • What do you think that each of these suffixes means?
Write	Using the Lesson 17 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the "Vocab From Text" column, and write a short definition for each in the "Vocab Meaning" column.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 17 Note-Catcher

Directions: Using the Lesson 17 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the “Vocab From Text” column, and write a short definition for each in the “Vocab Meaning” column.

Prefix	Prefix Meaning	Example	Vocab From Text	Vocab Meaning
in-, im-	In	Inside		
dis-	Not	Disagree		
re-	Again	Return		
Suffix	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
-er	Comparative	Higher		
-ful	Full of	Careful		
-ed	Past Tense	Hopped		

Lesson 18

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Scientists May Be Using Stretchy Glue From Slugs For Wound Care • Lesson Note-Catcher, Pencil • ELA_G6_W4_L18
Read	<ul style="list-style-type: none"> • With a family member, caregiver, or friend, read Scientists May Be Using Stretchy Glue From Slugs For Wound Care.
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You have paraphrased the article into your own words. • You supported your analysis of the text with evidence. • You defined unknown vocab words, using their prefix or suffix.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What main ideas and key details did you include in your paraphrase? • What evidence did you use to support your analysis of the text? • What words did you define using their prefix or suffix?
Write	Use the article to answer questions on the Lesson 18 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 18 Quiz

Directions: Use the article to answer the following questions.

1.) Which of the following are two MAIN ideas from the article?

1. Scientists tested glue out on pigs and rats.
2. Studying the slime of slugs helped scientists create the new glue.
3. The new glue can stick to moving body parts and still be strong.
4. Hydrogels have been used on robots.

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

2.) Read the following sentences from the article.

1. Scientists have invented a new glue that can hold the human body together.
2. The scientists were inspired by a bright orange slug.
3. The material is so stretchy that it can bend with an elbow.
4. Hydrogels are tough, he said, and have been tested in many things, like robots.

What two MAIN ideas does this evidence support?

- (A) Scientists have created a new glue that was based on slug slime; the glue is very stretchy but is still strong.
(B) Scientists have made a new glue that can be used in the human body; the glue is stronger than regular glues.
(C) Researchers have discovered an adhesive that is very stretchy; the glue is based on the slime of a slug that uses it for defense.
(D) Researching a slimy slug has helped to make a new glue; the glue is able to repair wounded human tissue better than stitches.

3.) Read the following paragraph.

Doctors currently use glues in operations. None are perfect. Some glues create strong bonds, but they are too stiff. Other glues are stretchy but weak. The new glue sticks tightly, and it is held together by a stretchy web.

Which sentence uses "bonds" in the same way as the paragraph above?

- (A) The bonds that the sisters developed during their childhood could not be broken.
- (B) The bonds that the welders made to hold the bridge together were solid.
- (C) The bonds would have to be paid to the government no later than the last day of the year.
- (D) The bonds that had been agreed to by the countries in the region helped to keep the peace.

4.) Read the following paragraph from the section "It's Like Rubber Cement."

The scientists were inspired by a bright orange slug. It oozes sticky slime to defend itself from predators. The slug is smaller than a pinkie, but it can make 1/20th of its weight in slime. Within seconds, the slime hardens into a kind of rubber cement. It will stretch between your fingers and is tough to remove.

What is the meaning of the word "inspired" as it is used in the paragraph above?

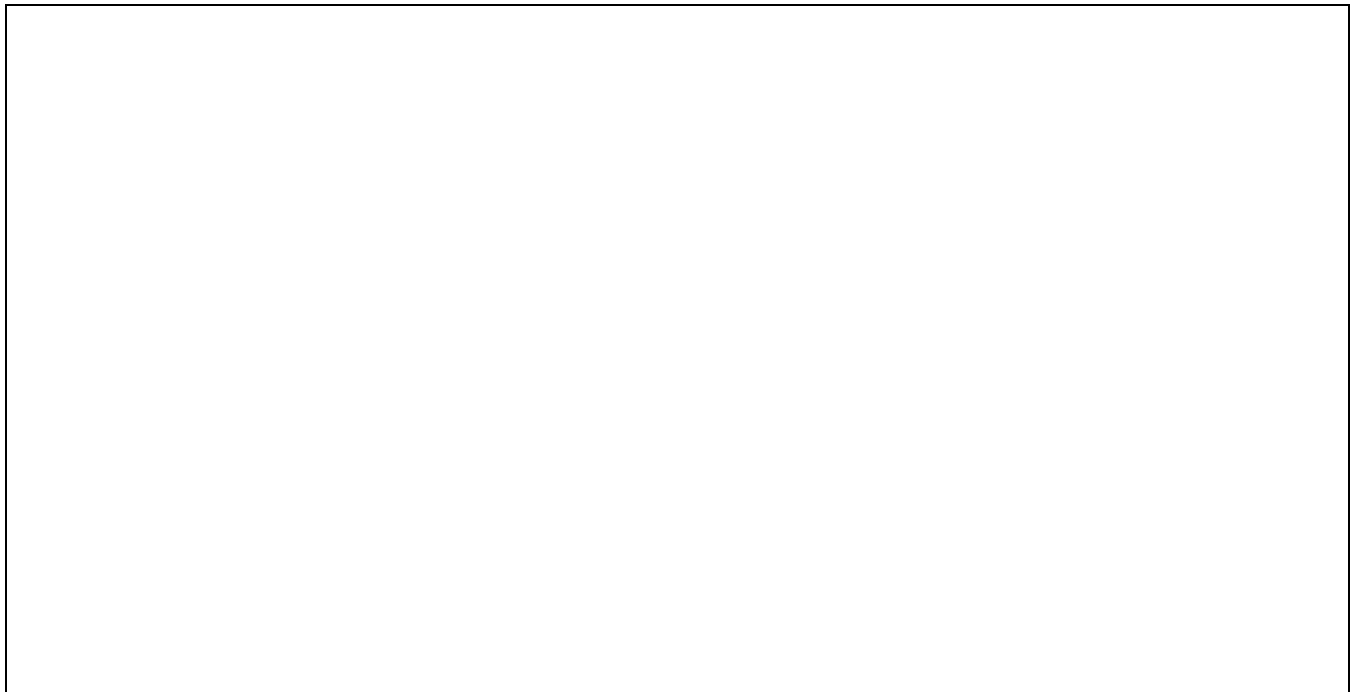
- (A) filled
- (B) guided
- (C) influenced
- (D) communicated

Lesson 19

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Scientists May Be Using Stretchy Glue From Slugs For Wound Care • Lesson Writing Activity, Pencil • ELA_G6_W4_L19
Read	With a family member, caregiver, or friend, read Scientists May Be Using Stretchy Glue From Slugs For Wound Care .
Think	<ul style="list-style-type: none"> • Is using slime from slugs for wound care a good idea? Why or why not?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the benefits of using slime from slugs for wound care? • What are some ways that animals are able to help humans?
Write	Using the Lesson 19 Writing Activity, write a short paragraph to convince someone that we should be using slime from slugs for wound care. Be sure to include evidence from the text. Below your paragraph, use the box to draw a small poster that supports your position.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 19 Writing Activity

Directions: Write a short paragraph to convince someone that we should be using slime from slugs for wound care. Be sure to include evidence from the text. Below your paragraph, use the box to draw a small poster that supports your position.



Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/11/20 to 5/15/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?
How do authors approach providing information and making an argument?
How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W5_L20	<i>The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles.</i>	Note-catcher
Day 2	ELA_G6_W5_L21	<i>The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles.</i>	Note-catcher
Day 3	ELA_G6_W5_L22	<i>The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles.</i>	Note-catcher
Day 4	ELA_G6_W5_L23	<i>The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles.</i>	Quiz
Day 5	ELA_G6_W5_L24	<i>The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles.</i>	Writing Activity

The coast of Texas is a hotspot for marine garbage, especially nurdles

By Undark, adapted by Newsela staff on 09.06.19

Word Count 779

Level 870L



"Nurdles" may sound like something silly, but really they are no laughing matter. A nurdle is a tiny round plastic pellet. These pellets are the building blocks for nearly all plastic goods, from soft drink bottles to oil pipelines.

They are also a threat to our oceans and coastlines.

Because nurdles are so tiny, it's easy for them to get lost when they are transported from place to place. They can even become lost during manufacturing. These plastic bits have a way of ending up in our waters. They absorb chemicals and are eaten by animals who mistake them for food. They wash up on beaches in the millions. A nurdle weighs just a fraction of an ounce. Yet more than 250,000 tons of nurdles are estimated to enter the ocean each year.

On the Gulf Coast of Texas, several nurdle spills have happened since last fall. This coast is a hotspot for marine garbage. The currents in the gulf push everything up on the shore, according to Jace Tunnell. This results in "some crazy amount of debris showing up." Tunnell is a marine biologist, a scientist who studies life in the sea.

Texas is also a major producer of the plastic pellets. There are 46 companies in Texas that manufacture plastic materials. Many are located on the Gulf Coast.

According to a recent study, rates of plastic pollution are 10 times higher in Texas than other Gulf of Mexico states.

Nurdles Can Kill Turtles And Seabirds

Padre Island sits off the coast of southeast Texas. It is an important ecosystem for nearly 200 species of fish and almost 400 species of birds. Some of these fish and birds are endangered. Nurdle pollution in this area is a big concern. Research shows that nurdles can absorb dangerous chemicals. If marine animals, like turtles and seabirds, eat the plastic, they can die from it.

On a recent visit to Padre Island, Tunnell was shocked to find millions of nurdles on the beach. He decided to take action. He formed a volunteer group called the Nurdle Patrol. The volunteers survey a beach or coastal area for 10 minutes. They collect all the pellets they see. Then they report the location, date and pellet count to Tunnell. He is making a map of the findings.

In Point Comfort, about 100 miles north of Padre Island, residents have sued the company Formosa Plastics. Formosa is known for adding to nurdle pollution. The company has been fined several times for violating state and federal environmental laws. The residents of Point Comfort want Formosa to pay the maximum fine allowed by the Clean Water Act, a federal law that was passed in 1972 to decrease waterway pollution. This fine would be \$184 million.

The court case went to trial in March. A federal judge ruled in the residents' favor, agreeing that Formosa had broken the law. The court will decide in October how much money the company will have to pay.

This may be a rare case, though. Often, companies that pollute are either not caught or are not punished. This is partly because it is difficult to trace nurdles back to their starting place. It can be hard to figure out who is responsible.

Spilled Nurdles Are Hard To Clean Up

Nurdles can be lost at any point during production or shipping. After the pellets are made, they are transported by train, ship or truck. They are delivered to facilities where they will be melted and shaped into plastic products.

"They tend to kind of ping everywhere and get blown easily by the wind," says Madeleine Berg. She's a project manager for Fidra. This environmental group is working to reduce plastic waste and chemical pollution.

As for cleanup efforts, there is no effective way to remove large numbers of nurdles once they have been released, Berg says. "You're talking about billions and trillions of pellets."

Meanwhile, demand for plastic is growing. A dozen new or bigger plastic-making facilities are planned in the U.S. in the next three years, according to one research company. Almost all of them are in Texas.

Tunnell, the marine biologist, wants everyone to be aware of the growing nurdle issue. He has expanded the Nurdle Patrol to other states in the Gulf of Mexico. If more people are aware of the

problem, he hopes, more people will want to help.

"Hopefully this is creating some awareness, not only with the typical environmental people," Tunnell said, but also with "the folks that work at the industry, the people that are making decisions."

"Look, there's a problem that needs to change," he added, "and it's been going on for decades."

Lesson 20

Target	I can quote or paraphrase what others are saying.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles. • Lesson Note-Catcher, Pencil • ELA_G6_W5_L20
Read	With a family member, caregiver, or friend, read The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles.
Think	<p>Today, we will be paraphrasing, or restating in our words what we have read.</p> <ul style="list-style-type: none"> • Why do you think that it's important to be able to paraphrase what we have read? • How can paraphrasing help us to avoid plagiarism, passing off someone else's work as our own?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Paraphrase the article that you have just read.</p> <ul style="list-style-type: none"> • What is the gist? • What are the main ideas and key details?
Write	Using the Lesson 20 Note-Catcher, paraphrase the article in your own words. Be sure to include the main ideas and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 20 Note-Catcher

Directions: Paraphrase the article in your own words. Be sure to include the main ideas and key details.

Lesson 21

Target	I can cite text-based evidence to support an analysis of informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles • Lesson Note-Catcher, Pencil • ELA_G6_W5_L21
Read	With a family member, caregiver, or friend, read The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles .
Think	<ul style="list-style-type: none"> • What are the harms of nurdles in the ocean? • What evidence does the author provide about these harms?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What evidence has the author provided about the harms of nurdles ending up in the ocean? • What data has author provided in support of that evidence?
Write	Using the Lesson 21 Note-Catcher, explain why nurdles are harmful to ocean habitats. Include evidence from the article that you think best supports your analysis.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 22

Target	I can use prefixes, suffixes, and roots as clues to help me determine the meaning of a word.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles • Lesson Note-Catcher, Pencil • ELA_G6_W5_L22
Read	With a family member, caregiver, or friend, read The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles .
Think	<p>Today, we will be looking at prefixes and suffixes. These letters are letters that attach to a root, or base word, to change its meaning. We can use prefixes and suffixes to help us understand new and unknown words.</p> <ul style="list-style-type: none"> • What do you do when you don't understand a word?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Prefixes are letters attached to the beginning of a root word. Some common prefixes include anti-, over-, and pre-.</p> <ul style="list-style-type: none"> • Can you think of any words that start with these letters? • What do you think that each of these prefixes means? <p>Suffixes are letters attached to the end of a root word. Some common suffixes include -er, -ic, and -ist.</p> <ul style="list-style-type: none"> • Can you think of any words that end with these letters? • What do you think that each of these suffixes means?
Write	Using the Lesson 22 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the "Vocab From Text" column, and write a short definition for each in the "Vocab Meaning" column.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least twice.

Lesson 22 Note-Catcher

Directions: Using the Lesson 22 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the “Vocab From Text” column, and write a short definition for each in the “Vocab Meaning” column.

Prefix	Prefix Meaning	Example	Vocab From Text	Vocab Meaning
pre	Before	prefix pretest		
bio	Life	biography		
en-	To cause to be/ to put into/ to go into or onto	encounter		
Suffix	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
-ness	State of	kindness		
-er	Person Connected with OR Comparative Degree	teacher happier		
-al / -ial	Related to/ characterized by	familial		

Lesson 23

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles • Lesson Quiz, Pencil • ELA_G6_W5_L23
Read	<ul style="list-style-type: none"> • With a family member, caregiver, or friend, read The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles.
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You have paraphrased the article into your own words. • You supported your analysis of the text with evidence. • You defined unknown vocab words, using their prefix or suffix.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What main ideas and key details did you include in your paraphrase? • What evidence did you use to support your analysis of the text? • What words did you define using their prefix or suffix?
Write	Use the article to answer questions on the Lesson 23 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 23 Quiz

Directions: Use the article to answer the following questions.

- 1) Read the paragraph from the section "Nurdles Can Kill Turtles And Seabirds."

On a recent visit to Padre Island, Tunnell was shocked to find millions of nurdles on the beach. He decided to take action. He formed a volunteer group called the Nurdle Patrol. The volunteers survey a beach or coastal area for 10 minutes. They collect all the pellets they see. Then they report the location, date and pellet count to Tunnell. He is making a map of the findings.

Which of the following is an accurate explanation of what this paragraph means?

- (A) The Nurdle Patrol has volunteers who collect all of the pellets on the beach.
 - (B) The Nurdle Patrol was formed to help clean up nurdles on Padre Island.
 - (C) The Nurdle Patrol was formed to help collect data on nurdle pollution.
 - (D) The Nurdle Patrol has found millions of nurdles across Padre Island.
- 2) Read the section "Spilled Nurdles Are Hard To Clean Up."

Which selection shows why the nurdle problem is expected to get worse?

- (A) Nurdles can be lost at any point during production or shipping. After the pellets are made, they are transported by train, ship or truck.
- (B) "They tend to kind of ping everywhere and get blown easily by the wind," says Madeleine Berg.
- (C) As for cleanup efforts, there is no effective way to remove large numbers of nurdles once they have been released, Berg says.
- (D) Meanwhile, demand for plastic is growing. A dozen new or bigger plastic-making facilities are planned in the U.S. in the next three years, according to one research company.

- 3) Read the paragraph from the introduction [paragraphs 1-6.]

On the Gulf Coast of Texas, several nurdle spills have happened since last fall. This coast is a hotspot for marine garbage. The currents in the gulf push everything up on the shore, according to Jace Tunnell. This results in "some crazy amount of debris showing up." Tunnell is a marine biologist, a scientist who studies life in the sea.

Which word from the paragraph helps the reader understand the meaning of "debris"?

- (A) spills
- (B) Hotspot
- (C) garbage
- (D) currents

- 4) Read the following sentence from the section "Spilled Nurdles Are Hard To Clean Up."

"They tend to kind of ping everywhere and get blown easily by the wind," says Madeleine Berg.

What is the meaning of the word "ping" as it is used in the sentence above?

- (A) expand
- (B) chime
- (C) crash
- (D) bounce

Lesson 24

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">• The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles• Lesson Writing Activity, Pencil• ELA_G6_W5_L24
Read	With a family member, caregiver, or friend, read The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles .
Think	<ul style="list-style-type: none">• Why is it important to protect the natural world?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• Are humans responsible for the negative consequences of nurdles?• What can we do to protect the natural world?
Write	Using evidence from the text, write a short informational paragraph describing what 'nurdles' are and the consequences they cause to the natural world.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/18/20 to 5/22/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?
How do authors approach providing information and making an argument?
How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W6_L25	<i>PRO/CON: Putting GMO Information on Our Food Labels</i>	Note-catcher
Day 2	ELA_G6_W6_L26	<i>PRO/CON: Putting GMO Information on Our Food Labels</i>	Note-catcher
Day 3	ELA_G6_W6_L27	<i>PRO/CON: Putting GMO Information on Our Food Labels</i>	Note-catcher
Day 4	ELA_G6_W6_L28	<i>PRO/CON: Putting GMO Information on Our Food Labels</i>	Quiz
Day 5	ELA_G6_W6_L29	<i>PRO/CON: Putting GMO Information on Our Food Labels</i>	Writing Activity

www.detroitk12.org/youtube

PRO/CON: Putting GMO information on our food labels

By Tribune News Service, adapted by Newsela staff on 11.13.15
Word Count 1,499
Level 810L



Demonstrators rally in favor of labeling GMO food at the Capitol in Albany, New York, April 28, 2015. AP Photo/Tim Roske

Article 1: PRO Labeling GMO Information

PRO: Many believe GMOs unsafe, want them labeled

Health and food safety are scary subjects for millions of Americans. They should be.

Polls show Americans are alarmed over what's in their food. Americans are worried about pesticides, antibiotics, hormones and other unnatural things added to food. They are especially concerned about genetically modified organisms (GMOs).

GMOs are plant or animal products. They have been created by scientists in a lab. They use DNA from bacteria, viruses or other plants and animals. The purpose is to make seeds produce more or stronger crops. The crops can be more resistant to insects and low rainfall.

A recent poll found that 93 percent of Americans want GMOs labeled. Already, 64 nations require such labels.

Buying Non-GMO Food

Two-thirds of Americans believe that GMOs are unsafe. Millions of Americans are switching over to non-GMO, organic foods.

Indeed, Americans now spend more on organic food. More than 10 cents of every dollar Americans spend on food and drink is for products labeled “organic,” “non-GMO” or “natural.”

GMO labeling laws were voted on in California, Washington and Oregon. The big food companies like Coca-Cola spent millions of dollars to sway voters. Chemical companies did, too. Monsanto, the world’s largest maker of genetically modified seeds, spent millions. They were successful in stopping these labeling laws from passing.

Vermont, Maine and Connecticut have passed laws requiring the labeling of GMOs.

Vermont’s GMO labeling law goes into effect in July 2016. Already, it is causing major food brands to panic. They know they’ve got a problem. They have to make a choice. One option they have is to remove all GMO ingredients from their products. That’s exactly what happened in European countries after GMO food labeling became required in the European Union in 1998. The other choice by food companies is to add a GMO label on the front of their packages and bottles.

Eighty percent of supermarket foods now contain GMOs. They also contain the toxic chemicals sprayed on GMOs.

Dangers Of One Herbicide

In March 2015, the World Health Organization of the United Nations (WHO) studied Monsanto’s Roundup herbicide. It is made from glyphosate. The WHO said it probably causes cancer.

That prompted several dozen countries to stop the use of GMOs in farming. The state of California agrees about the danger. It added Monsanto’s herbicide to its list of cancer-causing chemicals.

In the United States, glyphosate herbicide is sprayed heavily on most GMO crops. Corn, soybeans, beets, wheat, beans and rice are all sprayed with it.

The U.S. Environmental Protection Agency (EPA) has said that over time glyphosate can damage the kidney and reproductive organs of humans. And a scientific report last year connected glyphosate to damage to the human gut and digestive system.

Glyphosate use has also resulted in uncontrollable, herbicide-resistant superweeds on much of U.S. farmland. Meanwhile the EPA, U.S. Department of Agriculture (USDA) and the Food and Drug Administration (FDA) have given the green light to a scary new generation of GMO crops. They are allowed to be sprayed with strong toxicides. One of these was used to destroy crops and forests during the Vietnam War.

Billions of pounds of glyphosate and other toxic pesticides are now being sprayed on our food. They prevent insects from ruining crops. In addition, billions of pounds of chemical fertilizers are added to crops. They help them grow, sure. Yet they pollute the environment at the same time.

Our Health Is At Risk

GMOs and the chemicals used on GMO crops are destroying our health. They also poison our soil, water and air.

Americans want GMO labeling. Unfortunately, Monsanto and the other big food companies don't want that. Working with them are the members of Congress who receive money donated by those companies.

Right now, Congress is considering a law. It is called the Safe and Accurate Food Labeling Act of 2015. It would take away the rights of states to require labels on GMO foods.

The law would also let GMO foods be labeled as "natural." This is wrong.

Americans can help stop this law from passing. Tell Congress you want labels on GMOs.

ABOUT THE WRITER: A leading global food activist, Ronnie Cummins is executive director of Organic Consumers Association, a nonprofit, U.S.-based network of 850,000 consumers, and the author of "Genetically Engineered Foods: A Self-Defense Guide for Consumers." Readers may write him at OCA, 6771 South Silver Hill Drive, Finland, MN 55603

This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.

Article 2: CON Labeling GMO Information

CON: GMO foods are safe, no need for labels

Eighty percent of supermarket foods now contain genetically modified organisms (GMOs).

But labeling these foods is certainly not about food safety. No humans have been harmed by GMO products — ever. And it's also not something that the Food and Drug Administration (FDA) can legally do right now. There is no scientific difference between GMO foods and regular foods.

By the year 2025, the World Wildlife Fund (WWF) estimates that two-thirds of the world's population will confront a water shortage. Ecosystems will also suffer. Food will become harder to grow.

One way to make this scenario less dangerous to our food supply is to use GMO foods. They reduce the need for plowing fields. This allows the soil to stay moist. Then plants can retain more water.

In some cases, this will make the difference between a harvest or crop failure. Results show crop yields increasing significantly.

Right now, nearly 1 person in every 9 does not have enough to eat on this planet. GMOs can help.

GMOs Mean Fewer Pesticides

Another way that GM foods help us is that they use less pesticide. One study found that it reduced the amount of pesticides and their costs by more than one-third. Pesticides get a bad rap. They don't deserve it. The truth is that there are only tiny amounts of pesticides in the foods you eat. You are totally safe.

Toxicologists study how chemicals affect living things. As one put it, there are more cancer-causing substances in a single cup of coffee than there are in all the small amounts of pesticides you eat and drink in a year. That doesn't mean that coffee will give you cancer. All it means is that there are very few pesticides in what we eat and drink.

An increase in crop yield and a decrease in pesticide costs will lower the price of food. That's a good thing, particularly if you don't have much money.

It's amazing people are even fighting over GMOs. They have been around for 20 years. In fact, people have been changing food genes forever. GMO crops are just a newer version of natural plant breeding that began more than 8,000 years ago. Back then, farmers bred plants by choosing the best ones to save for planting in the following year.

The corn we eat today, for example, is the result of genetically modified plantings from thousands of years ago. Within the last few hundred years, farmers began mating or cross-pollinating plants to grow more crops.

We Can't Afford To Label GMOs

GMO foods are no different. They just use modern technology. GMO foods also allow scientists to tackle certain problems with crops.

These crops produce foods that keep better. They spoil less from mold, don't cause allergies, and can even grow medicines in them.

Take the example of Golden Rice. It is a GMO food that contains beta carotene (Vitamin A) which helps to reduce blindness. It even prevents up to 2 million deaths annually in poor countries.

Labeling GMO products would be expensive. It could also discourage companies from making better GMO seeds.

Labels may seem like a simple way to share information. Yet they will cost food companies more. That will force them to raise food prices. Many people simply cannot afford that.

Those who wish to buy non-GMO foods can buy organic. However, if you buy organic, you are actually putting yourself more at risk.

Organic foods are four to eight times more likely to be contaminated with microbes. And for that, you are paying a lot more.

ABOUT THE WRITER: Richard Williams is vice president for policy research and director of the Regulatory Studies Program at George Mason University's Mercatus Center. A former director for social sciences at the Center for Food Safety and Applied Nutrition in the U.S. Food and Drug Administration (FDA), he holds a PhD in economics from Virginia Tech University. Readers may write him at Mercatus Center at GMU, 3434 Washington Blvd, 4th Floor, Arlington, VA 22201

This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.

Lesson 25

Target	I can quote or paraphrase what others are saying.
Text, Materials, Video Name	<ul style="list-style-type: none"> ● PRO/CON: Putting GMO Information on Our Food Labels. ● Lesson Note-Catcher, Pencil ● ELA_G6_W6_L25
Read	<p>With a family member, caregiver, or friend, read PRO/CON: Putting GMO Information on Our Food Labels..</p> <p>NOTICE: There are two articles this week, one arguing the <i>PRO</i> side and one arguing the <i>CON</i> side.</p>
Think	<p>Today, we will be paraphrasing, or restating in our words what we have read.</p> <ul style="list-style-type: none"> ● Why do you think that it's important to be able to paraphrase what we have read? ● How can paraphrasing help us to avoid plagiarism, passing off someone else's work as our own?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Paraphrase the article that you have just read.</p> <ul style="list-style-type: none"> ● What is the gist? ● What are the main ideas and key details?
Write	Using the Lesson 25 Note-Catcher, paraphrase the article in your own words. Be sure to include the main ideas and key details.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to draw or write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 26

Target	I can use prefixes, suffixes, and roots as clues to help me determine the meaning of a word.
Text, Materials, Video Name	<ul style="list-style-type: none"> ● PRO/CON: Putting GMO Information on Our Food Labels. ● Lesson Note-Catcher, Pencil ● ELA_G6_W6_L26
Read	With a family member, caregiver, or friend, read PRO/CON: Putting GMO Information on Our Food Labels.
Think	<p>Today, we will be looking at prefixes and suffixes. These letters are letters that attach to a root, or base word, to change its meaning. We can use prefixes and suffixes to help us understand new and unknown words.</p> <ul style="list-style-type: none"> ● What do you do when you don't understand a word?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Prefixes are letters attached to the beginning of a root word. Some common prefixes include anti-, over-, and pre-.</p> <ul style="list-style-type: none"> ● Can you think of any words that start with these letters? ● What do you think that each of these prefixes means? <p>Suffixes are letters attached to the end of a root word. Some common suffixes include -er, -ic, and -ist.</p> <ul style="list-style-type: none"> ● Can you think of any words that end with these letters? ● What do you think that each of these suffixes means?
Write	Using the Lesson 26 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the "Vocab From Text" column, and write a short definition for each in the "Vocab Meaning" column.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to draw or write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 26 Note-Catcher

Directions: Using the Lesson 26 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the “Vocab From Text” column, and write a short definition for each in the “Vocab Meaning” column.

Prefix	Prefix Meaning	Example	Vocab From Text	Vocab Meaning
anti	opposite/ against	antifreeze		
dis-	Not	Disagree		
re-	Again	Return		
Suffix	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
-ness	State of	Kindness		
-ent / -ant	Action	Obedient Elegant		
-ize	Action, to make/to cause/ to become	Apologize		

Lesson 27

Target	I can evaluate the argument and specific claims for sufficient evidence.
Text, Materials, Video Name	<ul style="list-style-type: none"> • PRO/CON: Putting GMO Information on Our Food Labels. • Lesson Note-Catcher, Pencil • ELA_G6_W6_L27
Read	<p>With a family member, caregiver, or friend, read PRO/CON: Putting GMO Information on Our Food Labels.</p> <p>Read the Lesson 27 Notes about different kinds of evidence authors use to make their point.</p>
Think	<ul style="list-style-type: none"> • Why might you use each kind of evidence? How do they help authors make their point? • What examples did you notice in your reading?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What types of evidence did each author use most on: anecdotal, analogy/metaphor, fact/statistic, or expert testimony. • Based on the kinds of evidence used, which author had a more effective argument?
Write	Using the Lesson 27 Note-Catcher, find at least two examples of each author using one of the types of evidence (4 total). It is fine if you don't find an example of all 4 types, or if authors used the same kind of evidence.
Closing	<ul style="list-style-type: none"> • Share your note catcher with someone and tell why you organized the evidence the way you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 27 Notes

Examples are based off the Week 5 Article: (*The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles*)

Type of Evidence	Definition	Example
anecdote	a brief story about something interesting or funny in life that may give an example of the author's claim or serve as evidence for a claim.	"Last September, Jace Tunnell discovered a layer of tiny, round plastic pellets covering a beach on Padre Island off the southern coast of Texas. There were "millions of them," he recalled, "and it went on for miles."
analogy/metaphor	a comparison between two things that allows the reader to understand the author's evidence or claim in a clear way.	"Yet more than 250,000 tons of nurdles are estimated to enter the ocean each year. That's like ten Statues of Liberty worth of plastic ending up in the ocean each year." (not from article, written to illustrate the evidence)
fact/statistic	a piece of information about something, presented as true and accurate, that supports the author's claim. A <i>statistic</i> specifically counts something by number.	"According to a recent study, rates of plastic pollution are 10 times higher in Texas than other Gulf of Mexico states."

<p>“expert testimony</p>	<p>a statement that supports the author’s claim, made by a person with special skill or knowledge.</p>	<p>“The currents in the gulf push everything up on the shore, according to Jace Tunnell. This results in "some crazy amount of debris showing up." Tunnell is a marine biologist, a scientist who studies life in the sea.”</p>
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Depending on how well and how often they are used, all four forms of evidence are effective for making a good argument. However, some forms are more compelling than others.

Based on the definitions and examples from the last article, which forms of evidence are the MOST convincing? Which forms may be the LEAST convincing?

Lesson 27 Note-Catcher

Directions: Using the Lesson 27 Note-Catcher, collect examples of each kind of evidence from both the PRO and CON articles. Identify at least two examples of evidence in each article that the author used to support his or her position. Write the example in the 'example' box and label it as PRO or CON. This will help you with your Day 5 writing prompt. **NOTE:** You may not find an example of all four types. Do your best to find at least 2 examples from each article.

Type of Evidence	Example
anecdote	
analogy/metaphor	
fact/statistic	

"expert testimony	
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Lesson 28

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> ● PRO/CON: Putting GMO Information on Our Food Labels. ● Lesson Note-Catcher, Pencil ● ELA_G6_W6_L28
Read	With a family member, caregiver, or friend, read PRO/CON: Putting GMO Information on Our Food Labels.
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> ● You have paraphrased the article into your own words. ● You analyzed the kinds of evidence the authors used. ● You defined unknown vocab words, using their prefix or suffix.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> ● What main ideas and key details did you include in your paraphrase? ● What types of evidence did the authors use in their argument? ● What words did you define using their prefix or suffix?
Write	Use the article to answer questions on the Lesson 28 Quiz.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to draw or write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 28 Quiz

Directions: Use the article to answer the following questions.

1. What is the purpose of the section "Dangers Of One Herbicide" in the PRO article?
 - a. to outline the many uses of a specific herbicide
 - b. to argue why companies should stop using GMOs
 - c. to detail an example of one way GMOs are harmful
 - d. to explain the benefits and disadvantages of an herbicide
2. What is the CON article author's purpose in discussing coffee in the section "GMOs Mean Fewer Pesticides"?
 - a. to give an example of a safe GMO food
 - b. to emphasize that coffee contains pesticides
 - c. to warn readers that coffee causes cancer
 - d. to emphasize the safety of GMO foods
3. Read the introduction [paragraphs 1-4] of the PRO article. Which of the following does the author use to support his claims?
 - a. examples of dangerous GMO foods
 - b. facts about what Americans think about GMOs
 - c. personal experience with eating GMO foods
 - d. quotes from American experts on GMO foods
4. Which sentence from the CON article BEST supports the author's argument that GMOs are good?
 - a. An increase in crop yield and a decrease in pesticide costs will lower the price of food.
 - b. The truth is that there are only tiny amounts of pesticides in the foods you eat.
 - c. It's amazing people are even fighting over GMOs.
 - d. Those who wish to buy non-GMO foods can buy organic.

Lesson 29

Target	I can evaluate the argument and specific claims for sufficient evidence.
Text, Materials, Video Name	<ul style="list-style-type: none"> • PRO/CON: Putting GMO Information on Our Food Labels. • Lesson Writing Activity, Pencil • ELA_G6_W6_L29
Read	With a family member, caregiver, or friend, read PRO/CON: Putting GMO Information on Our Food Labels. .
Think	<ul style="list-style-type: none"> • What are the four kinds of evidence? Which ones are most convincing? • What kinds of evidence does each author use? • Which author makes a more convincing case for his or her side?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Which article contained the most convincing evidence? • Which author makes a more convincing case for his or her side?
Write	Using the Lesson 29 Writing Activity, write a short paragraph explaining which author presented a better argument in their article, the Pro or the Con side? Be sure to use specific evidence and reasons from the Lesson 27 Notes.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 29 Writing Activity

Directions: Write a short paragraph explaining which author presented a better argument in their article, the Pro or the Con side? Be sure to use specific evidence and reasons from the Lesson 27 Notes.

Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 5/26/20 to 5/29/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?

How do authors approach providing information and making an argument?

How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W7_L30	<i>Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws</i>	Note-catcher
Day 2	ELA_G6_W7_L31	<i>Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws</i>	Note-catcher
Day 3	ELA_G6_W7_L32	<i>Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws</i>	Note-catcher
Day 4	ELA_G6_W7_L33	<i>Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws</i>	Quiz

www.detroitk12.org/youtube

Not on the menu: Restaurants seek to wean customers off plastic straws

By Washington Post, adapted by Newsela staff on 02.28.18

Word Count 777

Level 960L



Bangladeshi men arrange wet plastic straws to dry under the sun before sending the materials to a recycling factory at Bosila on the outskirts of Dhaka in this July 25, 2007, photo. Bangladesh achieved close to a 100 percent recycling rate for its plastic waste, and thus appears to have one of the most efficient plastics recycling systems in the world, driven by the economic necessity which is associated with poverty, a report said. Photo by: Farjana K. Godhuly/AFP/Getty Images

Drinks at Mama's Fish House in Hawaii arrive topped with a black paper straw. At South Africa's Conscious 108, drinks often come with a straw made of steel.

Harlem Public in New York City serves certain drinks with Twizzlers instead of straws. The tips of the Twizzler are cut off so you can drink through it.

The best part? When they're done drinking their cocktails, "close to 100 percent" of customers eat the Twizzler straw, says owner Lauren Lynch. So there is zero waste.

Many local governments are considering restrictions on plastic straws. In the meantime, restaurants and bars around the world are testing new ways to replace a piece of plastic that has become a common part of eating out.

Plastic Straws Given Only If Requested By Customer

A new law in California would make it illegal for restaurants to give out plastic straws unless a customer asks for it. Seattle, Washington is getting rid of plastic straws and utensils beginning in July. Davis and San Luis Obispo are cities in California. In both cities, restaurants are not allowed to hand out plastic straws unless requested by a customer. Coastal countries like South Africa, Costa Rica and Thailand have been at the forefront of a similar movement. They are shifting to straws made of bamboo, wood or paper instead of plastic.

Emma Iacono is the co-owner of Ylang Ylang Beach Resort in Montezuma, Costa Rica. "There is so much plastic waste that washes up on our beaches that we knew we had to do something," Iacono said.

The resort stopped using plastic straws nearly two years ago. It now provides more environmentally friendly straws upon request. Iacono said that the resort went from using 500 plastic straws a week to about 25 environmentally friendly ones.

By some estimates, Americans throw away 500 million plastic straws a day.

No-Plastic Movement Is Growing

The no-plastic movement has grown steadily in recent years. It gained popularity following a viral video three years ago that shows a sea turtle with a plastic straw wedged in its nose. Walt Disney World has since gotten rid of plastic straws at some of its theme parks. The Smithsonian Institution has taken steps to get rid of them at its museums.

José Andrés owns famous restaurants in the Washington, D.C., area. People can easily survive without straws, he said. His customers don't always agree, though.

Back in 2010, Andrés switched from plastic straws to paper ones at his Washington, D.C., restaurants. As a scuba diver, he said he'd seen firsthand the damage of plastic straws on the environment. He wanted to do his part to cut back on waste.

Some Diners Not Ready To Give Up The Plastic

Diners were mad. "It was the closest thing I've ever seen to a customer revolt," he said. He went back to plastic and tried again a few years later, with the same results. Now he's settled on a different plan. Customers don't get plastic straws unless they specifically request them. And only about 5 percent do.

Demand for environmentally friendly straws is going up, according to restaurant suppliers around the country.

Kara Woodring works at Aardvark, a Colorado-based manufacturer of paper straws. "Straws are kind of an unnecessary item we've gotten accustomed to. If you can go without, that's great. But if you can't, we have an alternative," she said.

The company invented paper straws in 1888 and sold them with a lot of success for decades. But by the 1960s, low-cost plastic straws took over the market.

"Plastic came around and wiped out all of our manufacturing at that point," Woodring said.

Paper Alternative Making A Comeback

The company came back to life decades later, in 2007, when it updated its paper straws. Demand was low, though. Aardvark had just a couple of clients. Many restaurants didn't want to pay the extra money. Paper straws cost about four times as much as plastic straws.

Now Aardvark has thousands of clients. Sales of its environmentally friendly option have doubled over the past five years. Sales are going up even as many company leaders urge restaurants to do away with straws entirely.

Freehold Brooklyn is a coffee shop and bar in New York City. Managers there say they used to spend \$9,000 a year buying 1.5 million straws. Over the past two years, they've swapped out plastic for paper, and have begun guiding customers away from straws altogether. Lydia Mazzolini helps to promote the business. These days, they hand out just five or six straws a week, she said.

"It's so easy to do without a straw once you try it," she said.

Lesson 30

Target	I can explain how new information connects to a topic, text, or issue I am studying.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws • Lesson Note-Catcher, Pencil • ELA_G6_W7_L30
Read	With a family member, caregiver, or friend, read Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws
Think	<p>Today, we will summarizing the article and connecting our learning to previous learning about human actions and the natural world.</p> <ul style="list-style-type: none"> • Why do you think that it's important to be able to summarize or paraphrase what we have read? • How can connecting back to previous learning help us with a new piece of reading or learning?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Summarize or paraphrase the article you just read.</p> <ul style="list-style-type: none"> • What is the gist? • What are the main ideas and key details? • How does this build on the learning you have done with previous articles?
Write	Using the Lesson 30 Note-Catcher, summarize or paraphrase the article and explain how it builds on your learning around the guiding question.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 30 Note-Catcher

Directions: Use the Lesson 30 Note-Catcher to get the gist. In the left column, summarize or paraphrase the key ideas of this article in no more than three sentences. In the right column, explain how this article builds on your previous learning about how human actions impact the natural world.

<p>Key Ideas from This Week's Article Brief summary or paraphrasing—no more than three sentences</p>	<p>How do the ideas in this article build on my learning related to the guiding question: How do human actions affect the natural world?</p> <p>What did you learn previously about human action's impact on the natural world that helped you understand today's reading?</p>

Lesson 31

Target	I can cite text-based evidence to support an analysis of a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws • Lesson Note-Catcher, Pencil • ELA_G6_W7_L31
Read	With a family member, caregiver, or friend, read Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws .
Think	<ul style="list-style-type: none"> • What are the consequences of plastic straws? • What are the benefits of using straws made of materials other than plastic?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What evidence has the author provided about the consequences of plastic straws? • What data has author provided in support of that evidence?
Write	Using the Lesson 31 note catcher below to evaluate the consequences of a human action on the planet, animals, or other humans.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 31 Note-Catcher

Directions: Use the Lesson 31 Note-Catcher below to evaluate the consequences of a human action on the planet, animals, or other humans.

Focus Question: Identify the effects of a human action on the earth, animals, or other humans from the reading.

Do you think this relationship is helpful or harmful? **Explain** your thoughts.

Effects of a human action on the earth, animals, or other humans from the reading.

My Thoughts:

Evidence from the Text:

Lesson 32

Target	I can use prefixes, suffixes, and roots as clues to help me determine the meaning of a word.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws • Lesson Note-Catcher, Pencil • ELA_G6_W7_L32
Read	<ul style="list-style-type: none"> • With a family member, caregiver, or friend, read Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws.
Think	<p>Today, we will be looking at prefixes and suffixes. These letters are letters that attach to a root, or base word, to change its meaning. We can use prefixes and suffixes to help us understand new and unknown words.</p> <ul style="list-style-type: none"> • What do you do when you don't understand a word?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Prefixes are letters attached to the beginning of a root word. Some common prefixes include anti-, over-, and pre-</p> <ul style="list-style-type: none"> • Can you think of any words that start with these letters? • What do you think that each of these prefixes means? <p>Suffixes are letters attached to the end of a root word. Some common suffixes include -er, -ic, and -ist.</p> <ul style="list-style-type: none"> • Can you think of any words that end with these letters? • What do you think that each of these suffixes means?
Write	Using the Lesson 32 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the "Vocab From Text" column, and write a short definition for each in the "Vocab Meaning" column.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least twice.

Lesson 32 Note-Catcher

Directions: Using the Lesson 32 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the “Vocab From Text” column, and write a short definition for each in the “Vocab Meaning” column.

Root	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
<i>man</i>	hand	manual		
<i>pop</i>	people	population		
Suffix	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
- able - ible	can be done	enjoyable		
-ion -tion	act of/ state of/ result of	elevation		
-ian	having a skill or belonging to a group	magician American		

Lesson 33

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">• Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws• Lesson Quiz, Pencil• ELA_G6_W7_L33
Read	With a family member, caregiver, or friend, read Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have paraphrased the article into your own words.• You supported your analysis of the text with evidence.• You defined unknown vocab words, using their prefix or suffix.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What main ideas and key details did you include in your paraphrase?• What evidence did you use to support your analysis of the text?• What words did you define using their prefix or suffix?
Write	Use the article to answer questions on the Lesson 33 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 33 Quiz

Directions: Use the article to answer the following questions.

1. Which quote from the article BEST supports the idea that there are good reasons to stop using plastic straws?
 - A. "There is so much plastic waste that washes up on our beaches that we knew we had to do something," Iacono said.
 - B. "It was the closest thing I've ever seen to a customer revolt," he said.
 - C. "Straws are kind of an unnecessary item we've gotten accustomed to. If you can go without, that's great. But if you can't, we have an alternative," she said.
 - D. "Plastic came around and wiped out all of our manufacturing at that point," Woodring said.

2. Read the paragraph from the section "No-Plastic Movement Is Growing."

The no-plastic movement has grown steadily in recent years. It gained popularity following a viral video three years ago that shows a sea turtle with a plastic straw wedged in its nose. Walt Disney World has since gotten rid of plastic straws at some of its theme parks. The Smithsonian Institution has taken steps to get rid of them at its museums.

What conclusion is BEST supported by this paragraph?

- A. The no-plastic movement first started when a video of a sea turtle with a plastic straw wedged in its nose went viral.
- B. Walt Disney World plans on getting rid of plastic straws at all of its theme parks.
- C. The museums of the Smithsonian Institution were the first museums to get rid of plastic straws.
- D. A video of a sea turtle with a plastic straw wedged in its nose helped people understand the problem of plastic waste.

3. Read the section "Some Diners Not Ready To Give Up The Plastic." What does this section show that other sections DO NOT?
- A. Some places do not automatically give plastic straws to customers.
 - B. There is a growing demand for environmentally friendly straws.
 - C. Paper straws can be used as an alternative to plastic straws.
 - D. Some customers are upset when they cannot get plastic straws.
4. Read the paragraph from the section "Some Diners Not Ready To Give Up The Plastic."

The company invented paper straws in 1888 and sold them with a lot of success for decades. But by the 1960s, low-cost plastic straws took over the market.

How does this paragraph contribute to the entire article?

- A. It shows that straws were invented because people need them.
- B. It helps explain why many plastic straws are thrown away.
- C. It helps explain why plastic straws became so popular.
- D. It shows that paper straws create less waste than plastic straws.

Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 6/01/20 to 6/05/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?
How do authors approach providing information and making an argument?
How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W8_L34	<i>Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth</i>	Note-catcher
Day 2	ELA_G6_W8_L35	<i>Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth</i>	Note-catcher
Day 3	ELA_G6_W8_L36	<i>Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth</i>	Note-catcher
Day 4	ELA_G6_W8_L37	<i>Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth</i>	Quiz
Day 5	ELA_G6_W8_L38	<i>Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth</i>	Writing Activity

www.detroitk12.org/youtube

Switching toilet paper brands could help Canadian forests — and the Earth

By Sam Wolfson, The Guardian, adapted by Newsela staff on 03.11.19

Word Count 684

Level 820L



A new report says that major brands' refusal to use sustainable materials is having a devastating impact on forests and climate. Photo by: Brook Rieman/Getty

We're all learning more about products that damage the environment. Single-use plastics, such as straws, do not break down easily. They damage our oceans. There's also fast fashion. Many people want clothes that look like what runway models wear but are made cheaply. Making these clothes quickly to meet the demand leads to factory pollution.

Yet there's another product we all throw away every single day. It's toilet paper. So far, it has not been a major part of conversations about sustainability. Sustainable products do less harm to the environment.

Americans' Heavy Use Worsens Climate Change

America's heavy use of toilet paper is worsening climate change. The main problem is the pillowy soft kind of toilet paper. A new report by two major environmental groups explains the damage. The report was prepared by the Natural Resources Defense Council (NRDC) and Stand.earth. It says toilet paper overuse is causing large "irreversible" damage to forests.

The Canadian boreal forest is especially feeling the damage. The boreal forest covers almost 60 percent of Canada. It is home to 600 communities of native people.

The huge size of the forest means it takes in large amounts of carbon dioxide from the atmosphere. Like humans breathe in oxygen, plants and trees take in carbon dioxide. This is important. Too much carbon dioxide in the air causes problems. It gets caught in the Earth's atmosphere and contributes to global warming. Every year, Canada's boreal forest takes in enough carbon dioxide to equal what's produced by 24 million cars.

However, about 28 million acres of Canadian boreal forest is cut down since 1996. That's an area the size of Pennsylvania. Pulp from trees is the key ingredient in toilet paper. This material accounted for 23 percent of Canada's sales of forest products internationally. The report found that major brands are refusing to switch to sustainable materials in toilet paper.

Americans are particularly to blame for this huge problem. They make up just more than 4 percent of the world's population. However, Americans account for more than 20 percent of the world's toilet paper use. The average four-person house in the United States uses more than 100 pounds of toilet paper a year.

Major toilet paper brands have refused to change, the report says. The companies will not use more sustainable materials. The companies aren't changing because Americans still want to buy their products. Customers in the United States are more concerned than others about toilet paper comfort in their homes. This desire comes from years of ads about toilet paper softness.

"Worse Than Hummers"

This new report is similar to others. Previous reports on the environmental effect of toilet paper have blamed Americans as well. The reports say this problem is "worse than Hummers," the large military-like vehicles, for the environment. Hummers are not able to go as far per gallon of fuel. They are not considered environmentally friendly.

Are there any choices out there to prevent this damage? Well, in ancient Rome they used a sponge on a stick. After use, Romans left the sponge in a pot of vinegar. It could be used again. Ancient Jewish law says to use a handful of gravel. Stones should be "the size of an olive, a nut and an egg" for greatest effectiveness.

Fortunately, we are unlikely to have to use such measures. Not all toilet paper is equally damaging. Many manufacturers are already making products using recycled materials that are more friendly to the environment.

The report's authors offer a scorecard system. It's mostly the big brands of quilted paper that score badly. Charmin Ultra Soft, Kirkland Signature and Angel Soft all received F grades. They contain little or no recycled material. Other brands use recycled paper, though. Seventh Generation and Natural Value received an A grade.

The report says that "recycled materials are more commonly used in away-from-home tissue brands, like those found at offices or airports." So try to keep this in mind if you're at the airport. You might be using toilet paper feeling similar to gravel. Yet you can take comfort that you're saving forests.

Lesson 34

Target	I can explain how new information connects to a topic, text, or issue I am studying.
Text, Materials, Video Name	<ul style="list-style-type: none"> ● Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth ● Lesson Note-Catcher, Pencil ● ELA_G6_W8_L34
Read	With a family member, caregiver, or friend, read Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth .
Think	<p>Today, we will be summarizing the article and connecting our learning to previous learning about human actions and the natural world.</p> <ul style="list-style-type: none"> ● Why do you think that it's important to be able to summarize or paraphrase what we have read? ● How can connecting back to previous learning help us with a new piece of reading or learning?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Summarize or paraphrase the article you just read.</p> <ul style="list-style-type: none"> ● What is the gist? ● What are the main ideas and key details? ● How does this build on the learning you have done with previous articles?
Write	Using the Lesson 34 Note-Catcher, summarize or paraphrase the article and explain how it builds on your learning around the guiding question.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to draw or write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 34 Note-Catcher

Directions: Use the Lesson 34 Note-Catcher to get the gist. In the left column, summarize or paraphrase the key ideas of this article in no more than three sentences. In the right column, explain how this article builds on your previous learning about how human actions impact the natural world.

<p>Key Ideas from This Week’s Article Brief summary or paraphrasing—no more than three sentences</p>	<p>How do the ideas in this article build on my learning related to the guiding question: How do human actions affect the natural world?</p> <p>What did you learn previously about human action’s impact on the natural world that helped you understand today’s reading?</p>

Lesson 35

Target	I can cite text-based evidence to support an analysis of a text.
Text, Materials, Video Name	<ul style="list-style-type: none">● Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth● Lesson Note-Catcher, Pencil● ELA_G6_W8_L35
Read	<ul style="list-style-type: none">● With a family member, caregiver, or friend, read Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth.
Think	<ul style="list-style-type: none">● Why is toilet paper use so harmful for the environment?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">● What evidence has the author provided about the consequences of toilet paper?● What data has author provided in support of that evidence?
Write	Using the Lesson 35 note-catcher below to evaluate the consequences of a human action on the planet, animals, or other humans.
Closing	<ul style="list-style-type: none">● Share your writing with someone and tell why you chose to draw or write what you did.● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 35 Note-Catcher

Directions: Use the Lesson 35 Note-Catcher below to evaluate the consequences of a human action on the planet, animals, or other humans.

Focus Question: Identify the effects of a human action on the earth, animals, or other humans from the reading.

Do you think this relationship is helpful or harmful? **Explain** your thoughts.

Effects of a human action on the earth, animals, or other humans from the reading.

My Thoughts:

Evidence from the Text:

Lesson 36

Target	I can use prefixes, suffixes, and roots as clues to help me determine the meaning of a word.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth • Lesson Note-Catcher, Pencil • ELA_G6_W8_L36
Read	With a family member, caregiver, or friend, read Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth .
Think	<p>Today, we will be looking at prefixes and suffixes. These letters are letters that attach to a root, or base word, to change its meaning. We can use prefixes and suffixes to help us understand new and unknown words.</p> <ul style="list-style-type: none"> • What do you do when you don't understand a word?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Prefixes are letters attached to the beginning of a root word. Some common prefixes include anti-, over-, and pre-.</p> <ul style="list-style-type: none"> • Can you think of any words that start with these letters? • What do you think that each of these prefixes means? <p>Suffixes are letters attached to the end of a root word. Some common suffixes include -er, -ic, and -ist.</p> <ul style="list-style-type: none"> • Can you think of any words that end with these letters? • What do you think that each of these suffixes means?
Write	Using the Lesson 36 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the "Vocab From Text" column, and write a short definition for each in the "Vocab Meaning" column.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least twice.

Lesson 36 Note-Catcher

Directions: Using the Lesson 36 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the “Vocab From Text” column, and write a short definition for each in the “Vocab Meaning” column.

Root	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
<i>environ</i>	surrounding	enviroment		
<i>pop</i>	people	population		
Suffix	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
-ment	act/ process	enjoyment		
-ion -tion	act of/ state of/ result of	elevation		
-ian	having a skill or belonging to a group	magician American		

Lesson 37

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth • Lesson Quiz, Pencil • ELA_G6_W8_L37
Read	With a family member, caregiver, or friend, read Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth .
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have paraphrased the article into your own words. • You supported your analysis of the text with evidence. • You defined unknown vocab words, using their prefix or suffix.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What main ideas and key details did you include in your paraphrase? • What evidence did you use to support your analysis of the text? • What words did you define using their prefix or suffix?
Write	Use the article to answer questions on the Lesson 37 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 37 Quiz

Directions: Use the article to answer the following questions

1. Which two statements are MAIN ideas of the article?
 - i. *Single-use plastics and fast fashion damage the oceans and the atmosphere.*
 - ii. *The Canadian boreal forest is home to 600 communities of native people.*
 - iii. *Heavy use of toilet paper is damaging forests and the environment.*
 - iv. *Reports say Americans are playing a large role in the effects of toilet paper use.*
 - a. i. and ii.
 - b. ii. and iii.
 - c. iii. and iv.
 - d. i. and iv.

2. Read the following paragraph from the section "Americans' Heavy Use Worsens Climate Change."

The huge size of the forest means it takes in large amounts of carbon dioxide from the atmosphere. Like humans breathe in oxygen, plants and trees take in carbon dioxide. This is important. Too much carbon dioxide in the air causes problems. It gets caught in the Earth's atmosphere and contributes to global warming. Every year, Canada's boreal forest takes in enough carbon dioxide to equal what's produced by 24 million cars.

How does this paragraph support a MAIN idea of the article?

- a. It shows how important maintaining the boreal forest is for the environment.
- b. It explains the way that humans and plants each use oxygen and carbon dioxide.
- c. It describes the number of cars that drive through the forests of Canada each year.
- d. It indicates how toilet paper can be made out of sources other than trees.

3. "What causes Americans to use more toilet paper than people in other countries?"
 - a. Americans have become concerned about how comfortable toilet paper is because many years of ads have told them it is important.
 - b. Americans have larger households than people in other countries and each one has more people using the bathroom each day.
 - c. Americans have little access to toilet paper made from sustainable sources so their only option is to use soft and fluffy toilet paper.
 - d. Americans have commonly used thin types of toilet paper that forces them to take more off of the roll each time they use it.

4. According to the section "Worse Than Hummers," how can modern Americans help toilet paper be more friendly to the environment?
 - a. They can look for toilet paper that is made out of rocks and gravel instead of trees.
 - b. They can buy toilet paper that is made locally instead of being shipped in large trucks.
 - c. They can switch from using luxury toilet paper to reusable toilet paper soaked in vinegar.
 - d. They can avoid big brands of quilted paper and buy brands that use recycled materials.

Lesson 38

Target	I can write arguments to support claims with clear reasons and relevant evidence.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth • Lesson Writing Activity, Pencil • ELA_G6_W8_L38
Read	With a family member, caregiver, or friend, read Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth .
Think	<ul style="list-style-type: none"> • What are the benefits and consequences of using softer toilet paper? • What evidence does the author use to show these benefits and consequences? Is that evidence convincing?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What evidence does the author give to show the harms of using softer toilet paper? • Do the benefits of using softer toilet papers outweigh the potential consequences?
Write	Using the Lesson 38 Writing Activity, write an argumentative paragraph answering the question: "Do the benefits of softer toilet paper outweigh the harmful consequences?" Be sure to cite specific evidence from the text and either explain why it should be believed, or refute it and explain why the benefits outweigh the costs.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 6/08/20 to 6/012/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?
How do authors approach providing information and making an argument?
How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W9_L39	<i>Young People Urge Their Leaders to Act Quickly on Climate Change</i>	Note-catcher
Day 2	ELA_G6_W9_L40	<i>Young People Urge Their Leaders to Act Quickly on Climate Change</i>	Note-catcher
Day 3	ELA_G6_W9_L41	<i>Young People Urge Their Leaders to Act Quickly on Climate Change</i>	Note-catcher
Day 4	ELA_G6_W9_L42	<i>Young People Urge Their Leaders to Act Quickly on Climate Change</i>	Quiz
Day 5	ELA_G6_W9_L43	<i>Young People Urge Their Leaders to Act Quickly on Climate Change</i>	Writing Activity

www.detroitk12.org/youtube

Martha said teens are helping the environment by eating less meat and using less plastic. "It's still on the government to do something," she said.

Can Leaders Be Pressured To Make Changes?

Outside Washington, D.C., students at Montgomery Blair High School in Silver Spring, Maryland, walked out of class. They prepared to meet other protesters near the Capitol building. At the Capitol, members of Congress who help make laws could see them.

Maddie Graham, age 16, gripped a megaphone. She shouted with hundreds of her classmates:

"Whose future?!"

"Our future!"

The protests had monumental turnout that stretched across every continent. Still, it remains unclear whether the high-profile demonstrations can change the global forces contributing to climate change. Can elected leaders be pressured to make the difficult choices necessary to halt the world's warming? This kind of change is exactly what those behind Friday's marches have demanded. This includes a swift shift away from fossil fuels toward clean energy. It also includes halting deforestation, protecting the world's oceans and embracing more sustainable agriculture.



The strikes came three days before world leaders were set to gather at the United Nations (U.N.) on September 23. The leaders from many countries will be at a much-anticipated climate summit, or meeting. António Guterres is a top leader at the U.N. Guterres has insisted countries there promise to have zero carbon emissions by 2050. Carbon is created by the burning of fossil fuels.

Forget The Fancy Speeches

The promises from other countries could include reduced government spending for fossil fuels. Oil and coal are examples of fossil fuels. It also could mean no more coal-fired power plants.

"I told leaders not to come with fancy speeches, but with concrete commitments," Guterres said.

The U.N. summit will be an important test for the world. Many countries signed the Paris climate agreement in 2015. This meeting will show if the countries can actually follow through on slashing carbon emissions as fast as scientists say is needed. Scientists want to avoid the worst effects of climate change.

The Paris agreement was signed by nearly all of the world's countries in France. They aimed to fight global warming by cutting carbon emissions. Fossil fuels are burned for energy. Too much of them can cause the atmosphere to trap heat. This causes global temperatures to rise.

A dark shadow over the proceedings will be the increasing pressure from a generation of youth. They are demanding that leaders take the problem more seriously. The youth want more quick action.

Teen Activist Calls For Real Action

Among the largest of the protests was likely the one in New York City. It was led by 16-year-old Swedish climate activist Greta Thunberg. She testified before U.S. Congress last week that nations must take unheard of actions to cut their carbon emissions in the next 10 years.

"I don't want you to listen to me," Greta said to American lawmakers as part of her message. She said they should pay attention to facts found from studies about the climate. "I want you to listen to the scientists. And I want you to unite behind the science. And then I want you to take real action."

In Moscow, Russia, Arshak Makichyan is a 24-year-old violinist. He says seeing Greta made a difference for him.

"I thought climate change was just science, but Greta had the right words to explain," Makichyan said. He said everyone should be concerned.

Russia ranks as the world's fourth-largest producer of greenhouse gases. The top three are China, the U.S and India.

Russia's government didn't allow Makichyan to hold a group demonstration. So he staged a one-man protest instead.

Lesson 39

Target	I can explain how new information connects to a topic, text, or issue I am studying.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Young People Urge Their Leaders to Act Quickly on Climate Change • Lesson Note-Catcher, Pencil • ELA_G6_W9_L39
Read	With a family member, caregiver, or friend, read Young People Urge Their Leaders to Act Quickly on Climate Change .
Think	<p>Today, we will be summarizing the article and connecting our learning to previous learning about human actions and the natural world.</p> <ul style="list-style-type: none"> • Why do you think that it's important to be able to summarize or paraphrase what we have read? • How can connecting back to previous learning help us with a new piece of reading or learning?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Summarize or paraphrase the article you just read.</p> <ul style="list-style-type: none"> • What is the gist? • What are the main ideas and key details? • How does this build on the learning you have done with previous articles?
Write	Using the Lesson 39 Note-Catcher, summarize or paraphrase the article and explain how it builds on your learning around the guiding question.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 39 Note-Catcher

Directions: Use the Lesson 39 Note-Catcher to get the gist. In the left column, summarize or paraphrase the key ideas of this article in no more than three sentences. In the right column, explain how this article builds on your previous learning about how human actions impact the natural world.

<p>Key Ideas from This Week’s Article Brief summary or paraphrasing—no more than three sentences</p>	<p>How do the ideas in this article build on my learning related to the guiding question: How do human actions affect the natural world?</p> <p>What did you learn previously about human action’s impact on the natural world that helped you understand today’s reading?</p>

Lesson 40

Target	I can cite text-based evidence to support an analysis of a text.
Text, Materials, Video Name	<ul style="list-style-type: none">• Young People Urge Their Leaders to Act Quickly on Climate Change• Lesson Note-Catcher, Pencil• ELA_G6_W9_L40
Read	With a family member, caregiver, or friend, read Young People Urge Their Leaders to Act Quickly on Climate Change .
Think	<ul style="list-style-type: none">• How can young people make a difference in the world?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What evidence has the author provided about the benefits of young people standing up for a better world?• What data has author provided in support of that evidence?
Write	Using the Lesson 40 Note-Catcher below to evaluate the consequences of a human action on the planet, animals, or other humans.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 40 Note-Catcher

Directions: Use the Lesson 40 Note-Catcher below to evaluate the consequences of a human action on the planet, animals, or other humans.

Focus Question: Identify the effects of a human action on the earth, animals, or other humans from the reading.

Do you think this relationship is helpful or harmful? **Explain** your thoughts.

Effects of a human action on the earth, animals, or other humans from the reading.

My Thoughts:

Evidence from the Text:

Lesson 41

Target	I can use prefixes, suffixes, and roots as clues to help me determine the meaning of a word.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Young People Urge Their Leaders to Act Quickly on Climate Change • Lesson Note-Catcher, Pencil • ELA_G6_W9_L41
Read	With a family member, caregiver, or friend, read Young People Urge Their Leaders to Act Quickly on Climate Change .
Think	<p>Today, we will be looking at prefixes and suffixes. These letters are letters that attach to a root, or base word, to change its meaning. We can use prefixes and suffixes to help us understand new and unknown words.</p> <ul style="list-style-type: none"> • What do you do when you don't understand a word?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Prefixes are letters attached to the beginning of a root word. Some common prefixes include anti-, over-, and pre-.</p> <ul style="list-style-type: none"> • Can you think of any words that start with these letters? • What do you think that each of these prefixes means? <p>Suffixes are letters attached to the end of a root word. Some common suffixes include -er, -ic, and -ist.</p> <ul style="list-style-type: none"> • Can you think of any words that end with these letters? • What do you think that each of these suffixes means?
Write	Using the Lesson 41 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the "Vocab From Text" column, and write a short definition for each in the "Vocab Meaning" column.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 41 Note-Catcher

Directions: Using the Lesson 41 Note-Catcher, you will be collecting vocab words from the article that begin or end with the example prefixes and suffixes. Write your words in the “Vocab From Text” column, and write a short definition for each in the “Vocab Meaning” column.

Prefix	Prefix Meaning	Example	Vocab From Text	Vocab Meaning
<i>man</i>	hand	manual		
<i>temp</i>	time	temporary		
Suffix	Suffix Meaning	Example	Vocab From Text	Vocab Meaning
-ist	one who does a specific action	specialist		
-ion -tion	act of/ state of/ result of	elevation		
-ity	state of/ quality of	equality		

Lesson 42

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Young People Urge Their Leaders to Act Quickly on Climate Change • Lesson Quiz, Pencil • ELA_G6_W9_L42
Read	With a family member, caregiver, or friend, read Young People Urge Their Leaders to Act Quickly on Climate Change .
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have paraphrased the article into your own words. • You supported your analysis of the text with evidence. • You defined unknown vocab words, using their prefix or suffix.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What main ideas and key details did you include in your paraphrase? • What evidence did you use to support your analysis of the text? • What words did you define using their prefix or suffix?
Write	Use the article to answer questions on the Lesson 42 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 42 Quiz

Directions: Use the article to answer the following questions

1. Which two statements are MAIN ideas of the article?
 - i. *Single-use plastics and fast fashion damage the oceans and the atmosphere.*
 - ii. *The Canadian boreal forest is home to 600 communities of native people.*
 - iii. *Heavy use of toilet paper is damaging forests and the environment.*
 - iv. *Reports say Americans are playing a large role in the effects of toilet paper use.*
 - a. i. and ii.
 - b. ii. and iii.
 - c. iii. and iv.
 - d. i. and iv.

2. Read the following paragraph from the section "Americans' Heavy Use Worsens Climate Change."

The huge size of the forest means it takes in large amounts of carbon dioxide from the atmosphere. Like humans breathe in oxygen, plants and trees take in carbon dioxide. This is important. Too much carbon dioxide in the air causes problems. It gets caught in the Earth's atmosphere and contributes to global warming. Every year, Canada's boreal forest takes in enough carbon dioxide to equal what's produced by 24 million cars.

How does this paragraph support a MAIN idea of the article?

- a. It shows how important maintaining the boreal forest is for the environment.
- b. It explains the way that humans and plants each use oxygen and carbon dioxide.
- c. It describes the number of cars that drive through the forests of Canada each year.
- d. It indicates how toilet paper can be made out of sources other than trees.

3. "What causes Americans to use more toilet paper than people in other countries?"
 - a. Americans have become concerned about how comfortable toilet paper is because many years of ads have told them it is important.
 - b. Americans have larger households than people in other countries and each one has more people using the bathroom each day.
 - c. Americans have little access to toilet paper made from sustainable sources so their only option is to use soft and fluffy toilet paper.
 - d. Americans have commonly used thin types of toilet paper that forces them to take more off of the roll each time they use it.

4. According to the section "Worse Than Hummers," how can modern Americans help toilet paper be more friendly to the environment?
 - a. They can look for toilet paper that is made out of rocks and gravel instead of trees.
 - b. They can buy toilet paper that is made locally instead of being shipped in large trucks.
 - c. They can switch from using luxury toilet paper to reusable toilet paper soaked in vinegar.
 - d. They can avoid big brands of quilted paper and buy brands that use recycled materials.

Lesson 43

Target	I can write arguments to support claims with clear reasons and relevant evidence.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Young People Urge Their Leaders to Act Quickly on Climate Change • Lesson Writing Activity, Pencil • ELA_G6_W9_L43
Read	With a family member, caregiver, or friend, read Young People Urge Their Leaders to Act Quickly on Climate Change .
Think	<ul style="list-style-type: none"> • What did you learn about in the previous weeks that you want to help change? • Why do you think this issue is worth being an activist for?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What issue do you think is worth being an activist for? • How can you be like the students in the article to advocate for your issue?
Write	Using the Lesson 43 Writing Activity, write an argumentative paragraph answering the question “Do the benefits of human activity outweigh the consequences on the earth, animals, or other people?” You only need to write about one of the three groups impacted by human activity: the earth, animals, or other people.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 6 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 6/15/20 to 6/19/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do human actions affect the natural world?
How do authors approach providing information and making an argument?
How does reading for research help me to form an opinion and make an argument?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G6_W10_L44	Selected Article	Note-catcher
Day 2	ELA_G6_W10_L45	Selected Article	Note-catcher
Day 3	ELA_G6_W10_L46	Selected Article	Note-catcher
Day 4	ELA_G6_W10_L47	Selected Article	Note-catcher
Day 5	ELA_G6_W10_L48	Selected Article	Presentation

www.detroitk12.org/youtube

Lesson 44

Target	I can identify the argument and specific claims in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Urban Birds, Lessons 1-4 • Bee Blight, Lessons 5-9 • Orcas Are Protected, But There Are Still Too Few of Them, Lessons 10-14 • Scientists May Be Using Stretchy Glue From Slugs For Wound Care, Lessons 15-19 • The Coast of Texas is a Hotspot for Marine Garbage, Especially Nurdles, Lessons 20-24 • PRO/CON: Putting GMO Information on Our Food Labels, Lessons 25-29 • Not on the Menu: Restaurants Seek To Wean Customers Off Plastic Straws, Lessons 30-33 • Switching Toilet Paper Brands Could Help Canadian Forests - and the Earth, Lessons 34-38 • Young People Urge Their Leaders to Act Quickly on Climate Change, Lessons 39-43 • Lesson Note-Catcher, Pencil • ELA_G6_W10_L44
Read	<p>This week, we are going to be working on a final Performance Task for this module. You will be writing and presenting a Public Service Announcement (PSA) to your family member, caregiver, or friend. A PSA is meant to give people information that will help their lives. If you have a cell phone available, you may also record your PSA to share it with others.</p> <p>First, we are going to review our background information for this topic. Choose the two articles from the past 9 weeks that you found most interesting or enjoyable. You will use these to create your PSA.</p> <p>With a family member, caregiver, or friend, reread one of the articles you selected.</p>
Think	<ul style="list-style-type: none"> • What is the gist, the basic sense of what this text is about? • How do you know this?
Talk	With your family member, caregiver, or friend, talk about the following questions:

	<p>Remember what an argument and a specific claim are. If you need to, go back and review your earlier lessons.</p> <ul style="list-style-type: none"> • What is the general argument being made in this article? • What specific claims are made to support that argument? • Do you agree with this argument? Why or why not?
Write	Using the Lesson 44 note-catcher, write the argument and supporting claims that you identified from your selected article.
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about your project [presentation, speech, etc.] and that you will be sharing your progress and asking for their feedback on your work this week. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 44 Note-Catcher

Directions: Write the argument and supporting claims that you identified from your selected article. State whether you agree or disagree with the argument and why.

Title and Lesson Number of Selected Article:

Argument:

Claim:

Claim:

Lesson 45

Target	I can identify the argument and specific claims in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 2 • Lesson Note-Catcher, Pencil • ELA_G6_W10_L45
Read	<p>Remember that you are gathering background information that you will then use to write your Public Service Announcement.</p> <p>With a family member, caregiver, or friend, reread the second focus article you selected.</p>
Think	<ul style="list-style-type: none"> • What is the gist, the basic sense of what this text is about? • How do you know this?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the general argument being made in this article? • What specific claims are made to support that argument? • Do you agree with this argument? Why or why not?
Write	Using the Lesson 45 note-catcher, write the argument and supporting claims that you identified from your selected article.
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about the progress you have made toward completing your project. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 45 Note-Catcher

Directions: Write the argument and supporting claims that you identified from your selected article. State whether you agree or disagree with the argument and why.

Title and Lesson Number of Selected Article:

Argument:

Claim:

Claim:

Lesson 46

Target	I can cite text-based evidence to support an analysis of informational text.
Text, Materials, Video Name	<ul style="list-style-type: none">• Self-selected Focus Texts 1 & 2• Lesson Note-Catcher, Pencil• ELA_G6_W10_L46
Read	<p>Now that you have reviewed some background information, it's time to frame your PSA message and start collecting supporting evidence.</p> <p>With a family member, caregiver, or friend, reread your selected articles.</p>
Think	<ul style="list-style-type: none">• What is important for everyone to know about these articles?• Who needs to hear this message?• What types of claims and evidence will help convince them of what you are saying?
Talk	<p>With a family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none">• What pieces of evidence does the author introduce in each of these articles?• What pieces of evidence will best support your PSA message?
Write	Using the Lesson 46 Note-Catcher, draft your PSA message. Select evidence from each of your articles that support your message.
Closing	<ul style="list-style-type: none">• Share your work with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 46 Note-Catcher

Directions: Draft your PSA message. Select claims and evidence from each of your articles that supports your message.

PSA Message:

Supporting claims and evidence from your selected articles:

Lesson 47

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">• Self-selected Focus Texts 1 & 2• Lesson Quiz, Pencil• ELA_G6_W10_L47
Read	<p>Today, you will be outlining your Public Service Announcement. You will be finalizing your message and organizing your selected claims and supporting evidence.</p> <p>With a family member, caregiver, or friend, reread your selected articles.</p>
Think	Remember your PSA message. As you are rereading your articles, consider what claims and evidence best support your thinking.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none">• What claims will you use from the articles for your PSA?• What supporting evidence will you use?• How will you organize them?• Why will these be effective in motivating your audience.
Write	Using the Lesson 47 Note-Catcher, outline your PSA message by completing each box.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 48

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">• Self-selected Focus Texts 1 & 2• Lesson Note-Catcher, Pencil• ELA_G6_W10_L48
Read	<p>Today, you will be completing and presenting your PSA.</p> <p>With a family member, caregiver, or friend, reread your selected articles.</p>
Think	<p>Review your outline.</p> <ul style="list-style-type: none">• Is your message important to your audience?• Do you have enough supporting evidence?
Talk	<p>Share your PSA outline with a family member, caregiver, or friend.</p> <ul style="list-style-type: none">• Are they convinced of your argument?• If not, what would help change their mind?
Write	<p>Time to write your final draft PSA. Make sure that you write in complete sentences, and include everything from your outline. When you are finished, present it for your family member, caregiver, or friend. If you are able to, record your announcement with a cell phone.</p>
Closing	<ul style="list-style-type: none">• Find a family member, friend, or caregiver. Tell them you would like to present what you have learned about [insert topic] over the past several weeks.• Present your work and be proud of what you have accomplished!

