

Grade 6

ELA Remote Learning Assignments

Week 2: March 30th through April 3rd

This week we are launching a new ELA unit entitled: "Resilience and Success". For each day's work be sure to continue to use all the strategies that you have learned thus far! If you do not have a printed copy of the passages, be sure to annotate the text on a piece of paper. Reach out to your teacher if you have questions.

Day	Assignment	Links
Monday 3/30/2020	<p>Part I: Read the following passage and only complete multiple-choice questions 1 - 4:</p> <ol style="list-style-type: none"> "A quick note on getting better at difficult things" <p>Part II: Go to Clever and log onto Newsela and read one article of your choice and complete the accompanying multiple-choice questions</p>	<p>Part I</p> <ul style="list-style-type: none"> Click here to read "A quick note on getting better at difficult things": Click here to submit your answers on Illuminate. <p>Part II</p> <ul style="list-style-type: none"> Click here to go to Clever. Then, go to Newsela through Clever and read an article of your choice and complete its multiple-choice questions. Reach out to your teacher for support, if needed.
Tuesday 3/31/2020	<p>Part I: Re-read the following passage and only complete short-response question 5:</p> <ol style="list-style-type: none"> "A quick note on getting better at difficult things" <p>Part II: Go to Clever and log onto Newsela and read one article of your choice and complete the accompanying multiple-choice questions</p>	<p>Part I</p> <ul style="list-style-type: none"> Click here to re-read "A quick note on getting better at difficult things." Click on your school to submit your short-response to your teacher on Google Classroom: Girls Prep Bronx Girls Prep Lower East Side Boys Prep Bronx <p>Part II</p> <ul style="list-style-type: none"> Click here to go to Clever. Then, go to Newsela through Clever and read an article of your choice and complete its multiple-choice questions.

		Reach out to your teacher for support, if needed.
Wednesday 4/1/2020	<p>Part I: Read the following passage and only complete multiple-choice questions 1 - 4:</p> <p>2. "Stopping for Olympic Gold"</p> <p>Part II: Go to Clever and log onto Newsela and read one article of your choice and complete the accompanying multiple-choice questions</p>	<p>Part I</p> <ul style="list-style-type: none"> • Click here to read "Stopping for Olympic Gold." • Click here to submit your answers on Illuminate. <p>Part II</p> <ul style="list-style-type: none"> • Click here to go to Clever. Then, go to Newsela through Clever and read an article of your choice and complete its multiple-choice questions. Reach out to your teacher for support, if needed.
Thursday 4/2/2020	<p>Part I: Re-read the following passage and only complete short-response question 5:</p> <p>2. "Stopping for Olympic Gold"</p> <p>Part II: Go to Clever and log onto Newsela and read one article of your choice and complete the accompanying multiple-choice questions</p>	<p>Part I</p> <ul style="list-style-type: none"> • Click here to re-read "Stopping for Olympic Gold." • Click on your school to submit your short-response to your teacher on Google Classroom: Girls Prep Bronx Girls Prep Lower East Side Boys Prep Bronx <p>Part II</p> <ul style="list-style-type: none"> • Click here to go to Clever. Then, go to Newsela through Clever and read an article of your choice and complete its multiple-choice questions. Reach out to your teacher for support, if needed.
Friday 4/3/2020	<p>Reflect on Theme: <i>Resilience & Success</i></p> <p>Part I: Review the Discussion Question posted on your Google Classroom</p>	<p>Part I</p> <ul style="list-style-type: none"> • Click on your school to view your discussion question on Google Classroom: Girls Prep Bronx Girls Prep Lower East Side Boys Prep Bronx.

Week 2 Day 1 (Monday, March 30, 2020)

A Quick Note on Getting Better at Difficult Things

By Ta-Nehisi Coates

2015

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for The Atlantic who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

[1] I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage.¹ I always "felt" I could write. I did not always "feel" I could effectively study a foreign language.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don't really believe in fluency.² If there is such a thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet.

Something has happened to me and the something is this — I have gotten better. I don't know when I first felt it. I didn't feel it this summer at Middlebury,³ despite the difference in my entrance and exit scores. I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.

I am emphasizing how I "feel" because, when studying, it is as important as any objective⁴ reality. Hopelessness feeds the fatigues that leads the student to quit. It is not the study of language that is hard, so much as the "feeling" that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the "feeling" of despair. That is why I ignore all the research about children and their language advantage. I don't want to hear it. I just don't care. As Carolyn Forché would say — "I'm going to have it."



1. support
2. **Fluency (noun):** the ability to speak or write a foreign language easily and accurately
3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they're there.
4. **Objective (adjective):** neutral
5. **Fatigue (noun):** extreme tiredness

- [5] To “have it,” I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of sucking at something and then improving at it. Everyone should do it every ten years or so.

I don’t know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

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[Click Here to Submit Your Work on Illuminate Week 2 Day 1 \(Monday, March 30, 2020\)](#)

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. It is important to accept and expect struggle when learning a new skill.
 - B. It is likely you will never fully master a new skill, but it is the journey that is important.
 - C. French is one of the hardest languages to learn, so people who attempt to learn it must be mentally tough.
 - D. It is better to find something that you excel at, rather than struggle with something that doesn't come naturally.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
 - A. "I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage. I always 'felt' I could write." (Paragraph 1)
 - B. "I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that." (Paragraph 3)
 - C. "To 'have it,' I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things." (Paragraph 5)
 - D. "Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high." (Paragraph 6)

3. PART A: What is the author's purpose in the text? [RI.6]
 - A. to give people an example of how failure is a good thing
 - B. to encourage people to keep working hard, even if something is difficult
 - C. to prove that nothing can be rewarding if it's not challenging
 - D. to urge people to learn a foreign language since that's a necessary skill in the 21st century

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch." (Paragraph 2)
 - B. "If there is a such thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet." (Paragraph 2)
 - C. "There is absolutely nothing in this world like the feeling of sucking at something and then improving at it." (Paragraph 5)
 - D. "I have said this before, and will say it again: Studying French is like setting in a canoe from California to China." (Paragraph 6)

Week 2 Day 2 Tuesday, March 31, 2020 Go on google classroom to answer the questions below.

5. How does paragraph 4 contribute to the development of ideas in the text?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Have you ever tried something new that took you a long time to master? What were your experiences with it? Was trying it worth it in the end?
2. In the context of the text, why do people succeed? What does Ta-Nehisi Coates think is necessary in order to succeed at new skills? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Stopping for Olympic Gold

By Angie Kay Dilmore

2016

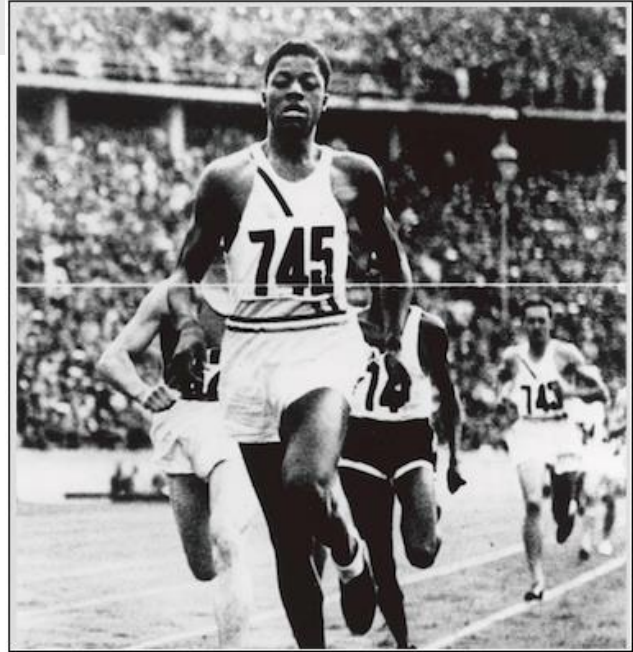
[Week 2 Day 3 \(Wednesday, April 1, 2020\)](#)

John Woodruff (1915-2007) was an African American track athlete who won a gold medal in the 1936 Summer Olympics. In this informational text, Angie Kay Dilmore discusses John's life and famous race. As you read, take notes on how John achieved victory.

- [2] *The torch is lit and the summer Olympics begin. The year is 1936, Berlin, Germany. Nazi leader Adolf Hitler watches from the stands.*

John Woodruff and eight other runners crouch on the track, ready to race. Bang! The starting pistol fires and they're off. John runs behind the leader, waiting to make his move into first. But soon another runner comes up beside him. John is boxed

in. If he pushes through the runners, he might be disqualified¹ on a foul. So John does what one sports reporter later calls "the most daring move seen on a track." He comes to a complete stop. After all the other runners pass him, John moves two lanes toward the outside and races from last place toward the finish line. The crowd stands and gasps. Will John win Olympic gold?



Many young athletes dream of competing in the Olympics. They imagine being on the victory stand with a gold medallion around their necks.

But not John Woodruff. "I never thought I had that much talent to win a gold medal," he said.

John Woodruff grew up in a poor family in the small town of Connellsville, Pennsylvania. Born in 1915, this grandson of former slaves was the eleventh of twelve children.

6. John had a gift. He ran faster than anyone in town. And it wouldn't take him long to prove it.

In high school, John joined the football team. At the end of each practice, the team ran sprints and laps

around the track. The coaches noticed that John ran consistently ahead of the others. He had potential,² but John's mother made him quit the team. Practice continued late into the evening, and John didn't have time to do his share of the work around the house. "I had to cut wood and bring in coal. So football had to go. My chores came first," said John.

to stop someone from being in a competition

Potential (adjective): having or showing the ability to become something in the future

For a short time, John quit school. “This was Depression³ times. There was very little money in our house,” John remembered. “When I went looking for work, nobody was hiring. So I decided to go back to school.”

It wasn’t long before the coach asked John to join the track team. This time, his mother approved. Track practice ended early, allowing plenty of time for chores.

John broke school, county, district, and state records on the track team. And as he ran, he traveled 9 feet with each step, earning him the nickname “Long John.” In 1935, John broke the high-school national mile record with a time of 4:23.4 (four minutes, twenty-three point four seconds).

- [6] After his senior year, college seemed to be out of the question. John’s family didn’t have the money. But thanks to some local businessmen, he received an athletic scholarship to the University of Pittsburgh. With twenty-five cents in his pocket, John left his small town for the big city of Pittsburgh.

In the summer after John’s freshman year of college, he tried out for the Olympic team. At the trials, John outran the best distance runners in the country.

The Olympic athletes sailed for Germany on July 15, 1936. They spent over a week crossing the Atlantic on the S.S. *Manhattan*. “I’d never been so far away from home,” John recalled.

John was a beginner compared to the rest of the Olympic runners. Yet he easily won the 800-meter race by 20 yards in the semifinals. The other athletes had anticipated they’d have to pass John to win in the finals. These more experienced athletes boxed John in with a runner in front and another by his side, blocking him from first place. But John ran faster than they knew. With strength, ability, and determination, he sprinted from last place and claimed the gold medal with a time of 1:52.9 (one minute, fifty-two point nine seconds).

Besides taking home a gold medal, each 1936 first-place winner received an oak sapling, a gift from the German government. John said he “proudly brought the tree home” and presented it to Connellsville.

The town planted it beside his high-school stadium. According to John, the local newspaper placed “a plaque⁴ under the tree so the kids in the neighborhood would know what the tree represented.” Over seventy years later, the tree still towers over the track where John began his career.

- E. John Woodruff lived to the age of ninety-two and was the last surviving gold medalist from the 1936 U.S. Olympic team. In his room, Woodruff had a photo of himself crossing the finish line—a constant reminder that he had beat the odds and accomplished an amazing feat. John remembered, “I was very proud of that achievement⁵ and I was very happy — for myself as an individual, for my race, and for my country.”

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1. referring to the Great Depression, when work was difficult to find in America
 2. a piece of metal with writing on it, often used as decoration
 3. **Achievement (noun):** a thing done successfully, usually with effort, courage, or skill

[Click Here to Submit Your Work on Illuminate Week 2 Day 3 \(Wednesday, April 1, 2020\)](#)

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. John was a talented athlete who took his competition by surprise to win the Olympics.
 - B. When John arrived at the Olympics, he was treated unfairly because of his race.
 - C. Most people wrongly underestimated John at the Olympics because of his age.
 - D. John's athletic scholarship was the result of his hard work and high school state records.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "John is boxed in. If he pushes through the runners, he might be disqualified on a foul." (Paragraph 2)
 - B. "In the summer after John's freshman year of college, he tried out for the Olympic team. At the trials, John outran the best distance runners in the country." (Paragraph 11)
 - C. "But John ran faster than they knew. With strength, ability, and determination, he sprinted from last place and claimed the gold medal with a time of 1:52.9" (Paragraph 13)
 - D. "According to John, the local newspaper placed 'a plaque under the tree so the kids in the neighborhood would know what the tree represented.'" (Paragraph 14)

3. Which of the following describes the organization of the text?
 - A. The author describes the races that John competed in, and how his skills steady improved.
 - B. The author describes the obstacles that John faced growing up, and how they made him stronger.
 - C. The author describes John's famous Olympic race, and then goes into detail about how he got there.
 - D. The author compares what John expected when he competed in the Olympics with what he experienced.

4. Which of the following describes the author's purpose in the text?
 - A. to emphasize how sports can bring people together
 - B. to criticize John's parents for making him do chores
 - C. to highlight the struggles that John faced in school
 - D. to describe John's amazing accomplishments to readers

Week 2 Day 4 Thursday, April 2, 2020. Go on google classroom to answer the questions below.

5. What is the connection between the risk that John took and his Olympic win?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. John Woodruff took a great risk during his Olympic race. Do you think this is an example of bravery? Why or why not? When is it a good idea to take a risk? Describe a time when you took a risk and it paid off.
2. In the text, John Woodruff used hard work to be successful. How do you think John Woodruff was able to achieve his win in the Olympics? How did John work hard throughout his life to become a top athlete? Do you agree that hard work is necessary for success? Discuss other people you know who have become successful through hard work.