

**English Language
Arts/Artes del Lenguaje
Inglés**



Roanoke City
PUBLIC SCHOOLS

**Teacher Contact
Information:**
Información de
contacto del
profesor:

**Family Learning
Resources:
Remote Learning Edition
Recursos de
Aprendizaje Familiar:
Edición de Aprendizaje
Remoto**

6th Grade/6° grado



Family Learning Resources: Remote Learning Edition

Winter 2026 - 5 Days of Resources

Content Areas Included

- English Language Arts
- Mathematics
- Science
- Social Studies

Objective

This document will provide families with remote learning resources in the four core content areas for the anticipated extended closure of schools due to inclement weather.

Recommendations for Usage

- These necessary materials focus on reinforcing previously learned concepts - no new materials are covered.
- Students should be able to complete with minimal adult assistance. However, discussing the purpose and understandings from resources can help establish a deeper connection to the materials.
- Students are encouraged to write down questions that they might have about the materials so that they may be discussed with teachers.
- In addition to the completion of these materials, RCPS recommends that students take time to read - either independently or with others.

Questions & Follow Up Notes

Please do not hesitate to reach out to your student's teachers with any questions. These resources are designed to support remote learning during school closures and help minimize disruptions to instruction. **Students should bring this booklet with them when they return to school.**



Recursos de Aprendizaje Familiar: Aprendizaje Remoto



Invierno 2026 – 5 días de recursos

Áreas de contenido

- Lenguaje (Inglés)
- Matemáticas
- Ciencias
- Estudios Sociales

Objetivo

Este documento ofrece a las familias recursos de aprendizaje remoto en las cuatro áreas académicas principales, pensados para apoyar la continuidad educativa durante cierres escolares prolongados debido a las inclemencias del tiempo.

Recomendaciones de Uso

- Estos materiales necesarios se centran en reforzar conceptos aprendidos previamente - no se cubre material nuevo.
- Los estudiantes deberían poder completar las actividades con una asistencia mínima de un adulto. Sin embargo, conversar sobre el propósito y los aprendizajes de los recursos puede ayudar a establecer una conexión más profunda con el material.
- Se anima a los estudiantes a escribir las preguntas que puedan tener sobre los materiales para que puedan ser comentadas con los maestros.
- Además de completar estos materiales, RCPS recomienda que los estudiantes dediquen tiempo a la lectura, ya sea de manera independiente o con otras personas.

Preguntas y notas de seguimiento

Por favor, no dude en comunicarse con los maestros de su estudiante si tiene alguna pregunta. Estos recursos están diseñados para apoyar el aprendizaje remoto durante los cierres escolares y ayudar a minimizar las interrupciones en la instrucción. **Los estudiantes deben traer este folleto cuando regresen a la escuela.**



Grade 6 ELA Remote Learning Packet

Complete one day per remote learning day. Work at your own pace. Write in complete sentences. Turn in all work when you return to school OR submit online if your teacher asks you to do so.

Day 1 – Reading Technical & Informational Texts

Curriculum Alignment: Intro Unit – *Great Beginnings*

Focus Skills: Main idea, text features, purpose (RI.1, RI.2)

Activities

1. Independent Reading (10 min)

- a. Read any school appropriate book of choice.
- b. Write a brief summary of what you read.

2. Vocabulary Development (10 min)

- a. What does the Latin Root *ped* mean?
- b. Write five words that include *ped*.
- c. Use those five words in a sentence.

3. Informational Reading (15–20 min)

Read one school related technical document

- a. Examples: Student handbook, School expectations, Classroom syllabus, cell phone policy, any other formal school related document

4. Comprehension Task (15 min)

Answer the following questions about the informational selection you read:

- a. What did you read?
- b. What is the **purpose** of the document? Who is this document written for?
- c. List **two text features** (headings, bold print, bullets).
- d. Write a **3–4 sentence summary** of the main idea.

5. Exit Reflection (5 min)

Why is it important to understand technical or school documents?

Day 2 – Courage in Fiction

Curriculum Alignment: Unit 1 – *Finding Courage*

Focus Skills: Plot, character motivation, theme (RL.1)

Activities

1. Independent Reading (10 min)

- a. Read any school appropriate book of choice.
- b. Write a brief summary of what you read.

2. Vocabulary Development (10 min)

- c. What does the Latin Root *spec* mean?
- d. Write five words that include *spec*.
- e. Use those five words in a sentence.

2. Literary Reading (15–20 min)

- a. Read this passage:

Cultivate Resilience: How to Get Back on the Horse

Rebecca Zucker

People are not born with a certain level of tolerance or resilience. They develop it through trying and failing and trying again. Growth mindset is the name used to describe the attitude that people have when, even after failing, they continue to bounce back and try again.

As you read, take notes on the connection between the fear of failure and the growth mindset.

We all go through tough times personally and professionally. Hardship and failure are inevitable. You will get tossed off the horse. What does it take for you to get back on?

When you cultivate and build resilience, you gain the ability to bounce back and try again with more experience and wisdom. Make no mistake; it is a muscle that we develop rather than a quality that we are born with.

Improving our ability to handle adversity allows us to empathize with others, lead better, as well as propel our career to new levels and live a happier life.

Check your mindset.

Do you have a fixed mindset in which you believe that your intelligence, talents and personality are set in stone? Or do you have a growth mindset,

which believes these are things that you can cultivate and develop further throughout your life?

For 20 years, Stanford University Psychologist, Carol Dweck, has been dedicated to demystifying the power of mindset. Her work includes several studies that have shown that the view you adopt for yourself profoundly affects the way you lead your life (not to mention how you lead others). It can determine whether you are willing to take risks and try new things and strive to become the person you aspire to be.

Fixed vs. growth mindset

In one of Dweck's early studies, she gave kindergarten students a questionnaire to determine which ones were predisposed to a fixed versus growth mindset. She then gave them all a very easy math problem. They all solved it correctly.

When she asked each group if they wanted to try a harder math problem, the fixed-mindset kids said, "Ummm....no thanks. I'm good." Whereas the growth mindset kids enthusiastically said, "Sure!" Some got it right and some didn't. She continued to offer increasingly difficult math problems, and the growth-mindset kids continued to take on the harder problem.

Essentially, the fixed-mindset kids said, "no," because they didn't want to risk getting the harder problem wrong, which would either make them feel stupid, look bad or prove that, despite what their parents have told them, they are not that smart after all.

The growth-mindset kids didn't care about this. They were inherently more curious and interested in the learning, even if they failed. And when they did fail, they did not internalize the failure and take it as a statement about how good or smart they are.

The growth-mindset kids were inherently more resilient. These kids saw the math problems as an opportunity to learn, rather than a litmus test of their personal value. They weren't concerned about looking bad or feeling stupid. They were interested in learning and were able to get better with practice or effort. They did not see their intelligence or abilities as fixed.

A fixed mindset creates the need to prove oneself. Deficiencies must be hidden since they can't be developed. Failure is to be avoided at all costs.

Overcome fear of failure

By contrast, a growth mindset sees failure as an opportunity to learn. Consider what Michael Jordan famously said, "I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot...and I missed. I have failed over and over, and over again in my life. And that's precisely why I succeed."

THIS is the growth mindset. Knowing that failure is an inherent part of growth and development, and not only being ok with it, but also being open, curious and eager to learn from those failures.

There are many examples of people who overcame failure and setbacks via dedication and hard work. Michael Jordan didn't make his high school varsity basketball team on the first try. Winston Churchill failed the entrance exams for the Royal Military College at Sandhurst—twice.

Photographer Cindy Sherman, widely considered one of the most important artists of the 20th century, failed her first photography course. Meryl Streep, who just won a lifetime achievement award for acting, was told she was too ugly for a part in King Kong when she was an unknown 27-year-old actor.

How to cultivate resilience with a growth mindset

What does a growth mindset get you? Dweck's research suggests that it will help you succeed over the long haul. It's a critical element of resilience, and it will help you weather challenging times.

Cultivating a growth mindset is like learning a new language. You've got to work at it every day, but with practice, it becomes more natural and, eventually, you become fluent. It's worth saying that we can approach certain experiences or parts of ourselves with a growth mindset, but other experiences with a fixed mindset.

Learning to recognize your mindset in any given situation and cultivate a growth perspective is a valuable skill and a conscious choice. If you catch yourself in a fixed mindset, you can simply decide to change it.

Adapted from "[Cultivate Resilience: How to Get Back on the Horse](#)" by Rebecca Zucker. Copyright © 2017. Used by the permission of the author. All rights reserved.

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3. Story Analysis (15 min)

Read and answer the following questions in complete sentences:

1. What is the main idea of the article?
 - a. A growth mindset is better than a fixed mindset because you can learn from your mistakes.
 - b. A fixed mindset is when you have a fear of failure that you can't overcome, while a growth mindset is the opposite of that.
 - c. People who persevere when they face challenges are more resilient because they develop a growth mindset to learn from their mistakes.
 - d. People are born with a certain type of mindset, a fixed mindset or a growth mindset. It determines how successful they will be throughout their lives.
2. Which sentence from the article best supports the text's main idea?
 - a. "For 20 years, Stanford University Psychologist, Carol Dweck has been dedicated to demystifying the power of mindset." (Paragraph 4)
 - b. "These kids saw the math problems as an opportunity to learn, rather than a litmus test of their personal value. They weren't concerned about looking bad or feeling stupid." (Paragraph 9)
 - c. "A fixed mindset creates the need to prove oneself. Deficiencies must be hidden since they can't be developed. Failure is to be avoided at all costs." (Paragraph 10)
 - d. "Cultivating a growth mindset is like learning a new language. You've got to work at it every day, but with practice, it becomes more natural and, eventually, you become fluent." (Paragraph 16)
3. Which statement best describes the relationship between resilience and muscle?
 - a. Resilience is an actual muscle that gets stronger and develops over time.

- b. Resilience is something that can grow and develop over time, just like muscles.
 - c. Resilience works like a muscle; it contracts and expands when you face challenges.
 - d. Resilience and muscles are opposite. You are born with resilience, while you develop muscles over time.
4. How does the section "Check your mindset." contribute to the author's idea of growth and a fixed mindset?
- a. It supports the science behind the growth mindset.
 - b. It helps parents learn how to encourage their kids.
 - c. It argues against Carol Dweck's theories about the mindset.
 - d. It reminds individuals that they are in control of their mindset.
5. How does the section "Overcome fear of failure" contribute to the main idea of the text? Respond in writing.

4. Vocabulary Application (5 min)

Review the vocabulary words below. Write a sentence for 3 of them.

- a. **Cultivate** (*verb*): develop
 - b. **Demystify** (*verb*): to make a difficult subject clearer and easier to understand
 - c. **Profound** (*verb*): very great or intense already likely to have a specific attitude or action to something based on who the person is, their actions or their circumstances
 - d. **Inherent** (*adjective*): part of one's nature an indisputable test
 - e. **Deficiency** (*noun*): a lack or shortage
 - f. Prime Minister of the United Kingdom from 1940-1945 during World War II and 1951-1955
 - g. **Conscious** (*adjective*): done with awareness
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Day 3 – Reading Poetry & Point of View

Curriculum Alignment: Unit 1 – *Finding Courage*

Focus Skills: Poetry elements, speaker, imagery (RL.2)

Activities

1. Independent Reading (10 min)

1. Read any school appropriate book of choice.
2. Write a brief summary of what you read.

2. Vocabulary Development (10 min)

1. What does the Latin Root ***dict*** mean?
2. Write five words that include ***dict***.
3. Use those five words in a sentence.

3. Poetry Reading (15–20 min) Read this poem:

The Other Side by: Angela Johnson

I used to stand on top of the shed in the back of my
grandmama's house and see the other side.

The other side of where I was.

The other side had tall buildings and I could buy
hot dogs and pretzels on the street.

At night the hum of the subway and faraway sirens
would put me to sleep.

I dreamed of the other side.

I'd seen it on vacation and TV.

The other side didn't have a creek or magnolia trees
and warm women who smelled like cookies hugging you

on hot, sticky Sunday afternoons.

If I stood for a long time,
the other side would fade and
where I stood would light my world.

4. Poetry Response (15 min)

Answer the following questions:

1. What is the theme of the poem?

- A. Using our imagination becomes easier as we age.
- B. Imagination is an essential part of a happy childhood.
- C. People with active imaginations often struggle to enjoy life.
- D. Thinking of other places is exciting, but home is a special part of us.

2. Which quote best shows that the speaker is visiting the "other side" in their mind?

- A. "The other side had tall buildings and I could buy / hot dogs and pretzels on the street" (Lines 4-5)
- B. "The other side didn't have a creek or magnolia trees" (Line 10)
- C. "warm women who smelled like cookies hugging you / on hot, sticky Sunday afternoons." (Lines 11-12)
- D. "If I stood for a long time, / the other side would fade" (Lines 13-14)

3. What do lines 11-12 reveal about the speaker?

- A. They show that the speaker is fond of the people who live in her town.
- B. They explain why the speaker enjoys daydreaming about faraway places.
- C. They support the idea that the speaker would prefer to live somewhere else.
- D. They highlight the speaker's love for the places they have visited on vacation.

4. How does the final stanza contribute to the development of the theme? Write your response.

5. Quick Write (10 min)

Write one paragraph about a fear you have overcome or would like to overcome.

Day 4 – Animals as Narrators

Curriculum Alignment: Unit 2 – *Through an Animal’s Eyes*

Focus Skills: Point of view, narration, voice (RL.1, RL.2)

Activities

1. Independent Reading (10 min)

1. Read any school appropriate book of choice.
2. Write a brief summary of what you read.

2. Vocabulary Development (10 min)

1. What does the Latin Root **port** mean?
2. Write five words that include **port**.
3. Use those five words in a sentence.
4. Read any school appropriate book of choice.
5. Write a brief summary of what you read.

1. Literary Reading (15–20 min)

Read this selection:

Different Ways

Christine Fournier

1. Two farmers, Tom and Anne, live only miles apart down a narrow blacktop road in central Illinois. Each year, they plant seeds in the same rich soil and face the same hot, sticky summers. Fifty years ago, these neighbors may have had a lot in common. Nowadays, Tom and Anne have different ideas about what to grow and how to grow it.
2. Tom grew up on his farm. When he was a kid, his dad farmed about 80 acres. A big farm back then was 240 acres. Today, Tom uses tractors, sprayers, and combines to do the work much faster. As a result, he is able to farm 700 acres of corn and soybeans. Tom’s tractor is connected to a computer and a GPS system to help him plant seeds and distribute chemical fertilizers efficiently. Scientifically designed seeds, called hybrids, help Tom to win battles against weeds, pests, and drought. Special herbicides keep weeds away but allow the corn and soybeans to thrive. Thanks to these changes, Tom can produce almost three times more bushels of grain per acre than his father did.

3. Ten years ago, Anne started up a small 15-acre farm. She believes in a different kind of farming and eating, called the Slow Food movement. Italian Carlo Petrini started the Slow Food movement to help people combat the “crazy speed of the fast life,” eat good local food, and preserve the environment. Like Petrini, Anne wants to keep the soil rich for years to come. So, instead of chemical fertilizers, she mixes compost and dead fish into her soil. (Compost is a fertilizer made of decayed plants and animal materials.) Anne plows her fields with a tractor. Then, to save fuel, she pulls out the hand tools. She hires three or four helpers each season to plant seeds for hundreds of different vegetables, from broccoli to turnips and chard. Anne is not as concerned about the quantity of her food as she is about the quality of it.
4. In the fall, Tom sells his corn and soybeans to a grain dealer. Some of Tom’s grains become animal feed, and some are used to make renewable fuels like ethanol. A portion of Tom’s grain is often shipped on a barge to countries around the world.
5. Unlike Tom, Anne keeps her products very close to home. She mainly sells her food at farmer’s markets and to individual customers who visit her farm on a weekly basis. Anne’s market may seem small, but it is growing. In the past ten years, the number of farmer’s markets in Illinois has almost tripled.
6. Neither Tom nor Anne know exactly what the future of farming will be. Tom’s grandfather never would have dreamt that technology could advance as far as it has today. Anne hopes farmers will plan more for the well-being of future generations. Both hope that their farms will continue to succeed, providing people with some of their most important and basic needs.

2. Literary Response: Answer the following questions:

1. What is the main idea of the text?
 - a. Tom and Anne grow food differently based on their farming goals and beliefs.
 - b. Tom and Anne are both more interested in money than helping the environment.
 - c. Tom and Anne are both harming the environment in some way through their farming.
 - d. Tom and Anne help other farmers see that they have options when it comes to farming.

2. What is the meaning of "efficiently" in paragraph 2?

- a. carelessly
- b. productively
- c. slowly
- d. wastefully

3. How do paragraphs 4-5 contribute to the development of ideas in the text?

- a. They show that Tom's produce is more successful than Anne's.
- b. They show how the quality of Tom's and Anne's produce compare.
- c. They highlight that Tom's and Anne's products go to different places.
- d. They stress how important Tom and Anne are to their local communities.

4. PART A: According to the text, how has farming changed over time?

- a. Farmers are making more money than ever before.
- b. New technology has been developed to help farmers.
- c. New laws protect the environment from certain farming practices.
- d. Farmers are growing their food in factories, rather than in the ground.

5. PART B: Which detail from the text best supports the answer to Part A?

- a. "Italian Carlo Petrini started the Slow Food movement to help people combat the 'crazy speed of the fast life'" (Paragraph 3)
- b. "In the fall, Tom sells his corn and soybeans to a grain dealer. Some of Tom's grain becomes animal feed" (paragraph 4)
- c. "Tom's grandfather never would have dreamt that technology could advance as far as it has today." (Paragraph 6)
- d. "Both hope that their farms will continue to succeed, providing people with some of their most important and basic needs." (Paragraph 6)

6. Which statement describes the connection between chemicals and farming?

- a. They can help crops grow, but they make food taste bad.
- b. They can help crops grow, but they harm the environment.
- c. They make crops grow faster, but they are expensive to buy.
- d. They make crops grow faster, but they result in smaller produce.

7. Which of the following describes how the author organizes the text?

- a. She compares Tom's and Anne's farm practices.
- b. She compares Tom's and Anne's success as farmers.
- c. She compares Tom and Anne to other types of farmers.
- d. She compares the challenges Tom and Anne face as farmers.

8. What is the author's likely purpose in the text?

- 1. to highlight the various ways to farm
- 2. to pressure farmers to change how they farm
- 3. to encourage farming for quality over quantity
- 4. to make predictions about the future of farming

9. How do paragraphs 2-3 demonstrate the different goals Tom and Anne have for their farms?

Day 5 – Writing from an Animal’s Perspective

Curriculum Alignment: Unit 2 – *Through an Animal’s Eyes*

Focus Skills: Narrative writing, voice, reflection (W.1, W.2)

Activities

1. Independent Reading (10 min)

1. Read any school appropriate book of choice.
2. Write a brief summary of what you read.

2. Vocabulary Development (10 min)

1. What does the Latin Root **port** mean?
2. Write five words that include **port**.
3. Use those five words in a sentence.
4. Read any school appropriate book of choice.
5. Write a brief summary of what you read.

3. Narrative Writing (25–30 min)

Write a **one-page narrative or paragraph** from the point of view of an animal:

- Describe a day or challenge the animal faces
- Use **first-person point of view**
- Include thoughts, feelings, and sensory details

4. Self Reflection (10 min)

- a. What was easy about writing from an animal’s perspective?
- b. What was challenging?

