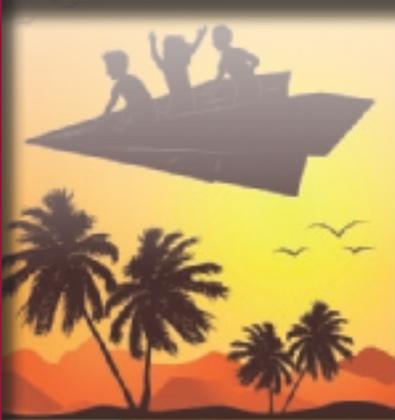


Core Knowledge Language Arts Resources for English Language Learners

Grade 6 – Activity Book



GRADE 6 Core Knowledge Language Arts®

Core Knowledge Language Arts

Resources for

English Language Learners

GRADE 6 - Activity Book

Core Knowledge Language Arts®



Core Knowledge®

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Nouns and Noun Phrases

A noun is a person, place, or thing. For example, *student*, *school*, and *homework* are all nouns.

Nouns can be common or proper.

A **common noun** does not refer to a specific person, place, or thing. A common noun usually starts with a lowercase letter unless it is the first word in a sentence.

A **proper noun** refers to the name of a specific person, place, or thing. Proper nouns always start with an uppercase letter.

Here are examples of both types of nouns.

Common Nouns	Proper Nouns
president	Barack Obama
my friend	Mario
forest	Yellowstone National Park
city	New York City
holiday	Memorial Day
team	Los Angeles Lakers

- A noun phrase is two or more words that act as a noun in a sentence. The extra words describe the noun and make it easier to understand what something is like.
- They often compare one noun to another. These words can be adjectives, articles, or prepositions.
- A noun phrase can also be a clause, or a group of words with a subject and a connected verb.

Noun	Noun Phrases
cap	orange and green cap <i>(Noun phrase with adjectives)</i>
cap	She wore her favorite hat, <u>an orange and green cap</u> , to the soccer game. <i>(Noun phrase as a clause)</i>
team	The <u>faster team</u> won the game. <i>(Noun phrase that compares nouns)</i>

Answer the questions below.

1. Use two or more adjectives to turn each noun into a noun phrase.

Noun: dog Noun phrase: _____

Noun: icicle Noun phrase: _____

Noun: jeans Noun phrase: _____

2. Fill in the blank with a clause that is a noun phrase.

My homework, _____, is due tomorrow.

3. Write a complete sentence with each of the following noun phrases.

the biggest house: _____

the slowest car among: _____

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Pronouns

Pronouns take the place of nouns. You use a pronoun when you do not want to refer to a person, place, or thing by its name. You use different pronouns for different reasons:

To be the subject of a sentence	<i>you, he, she, it, we, you, they</i>	They ate a slice of cake at the party.
To be the object of the action	<i>me, you, him, her, it, us, you, them</i>	My brother threw her the basketball.
To show ownership	<i>my, your, his, her, its, our, your, their</i>	The cat scratched its ear.
To show that the subject and object are the noun	<i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>	We dressed ourselves in our uniforms.

Sometimes you use a pronoun in place of a noun you just used:

Tito called on his way home from work. He asked me to meet later.

Original noun: Tito **Pronoun that replaces that noun:** He

You may also sometimes use a synonym, or word with similar or related meaning, to replace a noun. These synonyms are not pronouns, but they do replace nouns.

Ella and Amy love to play soccer, so the girls joined our school's team.

Original nouns: Ella and Amy **Synonym that replaces the nouns:** the girls

In each sentence below, use a noun and a pronoun that replaces the noun. Some sentences need two nouns and pronouns.

1. _____ has new _____. _____ wears _____ every day.
2. _____ is new to the class. _____ moved here from Mexico.
3. The _____ is very large. _____ has four bedrooms.
4. My _____ loves _____, so _____ eat _____ at least once a week.
5. _____ lost the sweater and her mother yelled at _____.

In each sentence below, write the pronoun that shows ownership.

6. The boys walked back to get _____ bikes.
7. You should tell the teacher that _____ favorite subject is science.

In each sentence below, use a pronoun or a synonym to replace each noun. Some sentences need two nouns and pronouns.

8. Anna heard the owls hooting last night. _____ kept _____ awake until midnight!
9. If you see _____, please ask _____ to call with an update.

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Verbs, Number, and Agreement

A verb shows action. For example, *jump*, *think*, *shout*, and *sigh* are all verbs.

Just like nouns, verbs can be singular (just one person or thing) or plural (more than one person or thing). If a noun is singular, the verb must be singular. If a noun is plural, the verb must be plural, too. This is called “agreement” and may also be referred to as “subject-predicate agreement.”

Singular noun and verb: Zadaya **sings** in the chorus every weekend.
Plural noun and verb: Zadaya and Sharon **sing** in the chorus every weekend.

For nouns, we add -s to a singular noun to make it plural. However, for most verbs, we add an -s to make verbs singular. We drop the -s to make verbs plural.

- **Singular verbs:** jumps, shouts, sighs
- **Plural verbs:** jump, shout, sigh

But there are also some irregular verbs, or verbs that do not follow these rules. If you are unsure of how to spell these verbs, you can check a dictionary.

To be and *to have* are common irregular verbs:

To be, singular: I **am** an expert at checkers. She **is** an expert at chess.

To be, plural: The high schoolers **are** in the library. We **are** there, too.

To have, singular: Cy **has** a test tomorrow.

To have, plural: The two classes **have** an assignment to finish.

Add verbs in the present tense to complete each sentence. There are many different verbs you might choose. Make sure the noun and verb agree.

1. Katie _____ that we have practice today, but Ellis and Brendan _____ it is tomorrow.
2. We _____ a pizza party every Friday. I _____ pizza!
3. Sydney and Juan _____ to play chess, but Ari _____ drawing better.
4. Ms. Bryan _____ that we _____ her favorite students!
5. The puppies _____ all day, but then they _____ at night!
6. My brother _____ to be a doctor when he _____ an adult.
7. The children _____ on the playground. Evan _____ on the swings.

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Verb Tense

A verb changes depending on when its action happened. This is called the *tense* of a verb.

Once you know when an action took place, you can decide which tense of a verb to use. There are three simple tenses:

Present	happening now	I giggle at the movie.
Past	happened before now	I giggled at the movie.
Future	happens after now	I will giggle at the movie.

There are also other, more complex tenses. When you use a verb with one of these tenses, you might have to pair it with a helping verb, like *is/are* and *has/have*.

Progressive Present	Fatima is typing on a laptop at the moment.
Progressive Past	Fatima was typing on a laptop when school began.
Progressive Future	Fatima will be typing on a laptop when school begins tomorrow.
Perfect Present	Fatima has typed on a laptop every day at school.
Perfect Past	Fatima had typed on a laptop before she switched to a tablet.
Perfect Future	Fatima will have typed on a laptop every day this month.

When deciding on which tense to use, look for clue words that tell you when the action is happening. For example, *now*, *at the moment*, *right now*, *today*, *tomorrow*, *next year/month*, *yesterday*, and *last year/month* are all clue words:

Right now, I **hope** to study art after high school.
Yesterday, the artist **sold** a sketch for the first time.
Tomorrow, I **will meet** with the artist for a lesson.
Next month, I **will have practiced** art for three years.

Complete each sentence with the correct tense of the verb.

1. practice: Jonas _____ the piano three times a day now.
2. sign: Look over there! The singer _____ autographs!
3. visit: Last summer, we _____ my grandparents in Guatemala.
4. read: I know we _____ during history class tomorrow.

Read the following sentences. Write the correct verb(s) to correctly complete each sentence.

1. Right now, I _____ for a book to give my dad for his birthday. [am looking / was looking / will be looking]
2. This year I _____ German, but next year I _____ French. [am learning / was learning / will be learning] [take / took / will take]
3. We _____ to the zoo last weekend. It _____ very crowded. [went / go / will go] [is / was / will be]
4. Last year, my sister and I _____ the bus, but now my mom _____ . [ride / rode / will ride][drives / drove / us]
5. The author _____ his new book at the library next Monday.
I _____ to go! [was presenting / presents / will be presenting]
[wanted / want / will want]

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Prepositions

A preposition explains the relationship between other words in a sentence. These words can explain or describe:

Where something or someone is located	<i>at, in, on, inside, behind, under, below</i>	The coffee mug is on the shelf.
When something is happening	<i>for, from, during, within, since</i>	The presentation will take place during the last class.
How something is done	<i>up, down, through, by, with, along, around</i>	I said I would go with Prema to the play.
Why something is the way it is	<i>for, because of, from, due to</i>	The bus is late because of the snowstorm.

Prepositions usually are part of a phrase, or a group of words that work together. Sometimes these prepositional phrases are set off by commas from the rest of a sentence, such as when they introduce an idea:

Over the weekend, I walked **to the mall**.

Short phrases, with three or fewer words, often do not need a comma. This is also true if adding a comma would make the sentence more confusing:

My cousin gave me a new necklace **for my birthday**.

Use the prepositions listed in the table above to write the sentences.

1. Write a sentence about **when** you will go to the store:

2. Write a sentence about where the store is:

3. Write a sentence about **how** you will go to the store:

4. Write a sentence about **why** going to the store is important:

Finish the following sentences using a prepositional phrase that begins with for, on, over, or into.

5. The green frog landed

6. Eva got a kitten

7. Marcos says he wants

8. The batter hit the ball

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Adjectives and Adverbs

An adjective is a word that describes a noun. It can show a reader or listener how that noun looks, sounds, tastes, feels, and so on:

I love your **fuzzy** sweater.
That song is **popular**.

An adverb describes a verb:

The listener nodded **respectfully**.
She can skate **quickly**!

Adverbs can also be used to describe adjectives or even other adverbs:

The sunset is **barely** pink tonight.
Roz performed on stage **very** well.

Usually adverbs are formed by adding *-ly* to the end of an adjective:

We ran **quickly** to our seats.
The comedian **rapidly** delivered jokes.
The audience laughed **loudly**.

But there are some adverbs that are formed irregularly in a different way. These include the common adverbs *very*, *quite*, *almost*, *always*, and *well*:

I slept **well** last night.
The science homework is **quite** tricky.
Marc **almost** finished the last assignment.

Write adjective(s) for each sentence. Underline the noun(s) each adjective describes.

1. The _____ is _____ tonight, but it was a _____.
2. The neighborhood was filled with the _____ of _____.

Write adverbs in each sentence. Underline the verb each adverb describes twice.

3. The baby _____ throughout the movie.
4. I _____ my chores _____. I _____ my allowance this week!

Complete the sentences with an adjective or adverb.

5. There is a _____ sale on all of the _____ hoodies in the store.
6. Greta shook her head _____ as she read the _____ book.
7. Manuel is my _____ friend, and Anya is my _____ friend.
8. My grandmother _____ reacted to my _____ news.

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Phrases and Clauses

Phrases and clauses are both groups of words. A *phrase* is not a complete sentence. It is used to add information to a sentence. A phrase can be used at the beginning, middle, or end of a sentence:

Beginning of sentence	Middle of sentence	End of sentence
On the beach , the girl made sandcastles.	Math, my second class of the day , is my favorite part of school	The little boy licked his lollipop, looking very happy .

A *clause* has a subject and a verb tied to that subject. It is also used to give more information. An *independent clause* is a complete sentence:

The flowers grow.

But a *dependent clause* is not a complete sentence. It begins with a conjunction such as *when* or *if*, and it only makes sense with an independent clause:

If it rains a lot in the spring, the flowers grow.

You can use clauses and phrases to combine related information. This can make sentences flow better and be more accurate:

We ate dinner. It was soup. → We ate soup **for dinner**.

Write a phrase or clause to complete each sentence.

1. My family sent my cousins a card _____.
2. _____, I was the best presenter.
3. Randa, _____, already rides a bike.
4. She buttoned her favorite coat, _____.

Add a phrase or clause to each sentence to provide more information. Add any additional punctuation that may be needed.

5. My brother, _____, attends high school.

6. _____, Luis got a football.

7. _____, she asked me how I felt.

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Sentences

Sentences need two things: a subject and a predicate. The *subject* is a person, place, or thing doing some kind of action. The *predicate* is the action. A sentence can be very short as long as it has both parts. In these sentences, the subject is underlined, and the predicate is circled.

The moon (rises.)

A bathtub (drains.)

That baby (yawned.)

There are other, longer kinds of sentences, too. They offer more information to the reader or listener. These sentences include more than one clause, or group of words.

Sometimes these are *independent clauses*, or *clauses that are also complete sentences*.

Other times they are *dependent clauses*. These are *clauses that work with independent clauses*:

Compound sentence: Independent clauses joined by a connecting word, such as *and*, *but*, or *so*

Example: I ordered ice cream, and she ordered cake.

(Independent clause #1: *I ordered ice cream*; Independent clause #2: *She ordered cake*.)

Complex sentence: Independent clause and dependent clause

Example: I ordered ice cream because I was hungry.

(Independent clause: *I ordered ice cream*; Dependent clause: *because I was hungry*)

Compound-complex sentence: Two or more independent clauses and a dependent clause

Example: I ordered ice cream because I was hungry, and she ordered cake.

(Independent clause #1: *I ordered ice cream*; Dependent clause: *because I was hungry*; Independent clause #2: *She ordered cake*.)

Combine the two sentences into one compound sentence.

1. It was already dark. She did not go to the park.

2. I love cats. My brother prefers dogs.

Combine the two sentences into a complex sentence. (You will have to leave out some words to do this.)

3. I loved the book. It kept me guessing with many plot twists.

4. Sol hung the poster. He found it in one of the boxes.

Combine the three sentences into a compound-complex sentence. (You will have to leave out some words to do this.)

5. When we lost. We knew our team played well. The other team had more experienced players.

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Determining Meaning: Visual Cues, Context Clues, and Reference Materials

Readers often may come to words they don't know yet when they are reading. You can try different methods to determine, or find out, what an unknown word means. You can look for visual information, such as photos or drawings that go with the text. You can also use reference materials like dictionaries to look up the meaning of a word.

Context clues are another way to determine meaning. A context clue is information provided relating to the unknown word. For example, think about the word *aghast* in the example below:

The writer shouted, **aghast** at the mistake in his book.

If you do not know the meaning of **aghast**, you can look at other parts of the sentence:

Context clue #1: *shouted*: People shout when they are excited or upset.
Context clue #2: *mistake*: A mistake in their work can make a person upset.

Using these clues, you can predict that *aghast* means very upset.

Read the boldfaced word in each sentence. Underline the context clues that tell you the meaning.

1. The **ferocious** dog growled angrily at the deer.
2. Our first **priority** is to unpack before we do anything else.
3. Charlie made a **hypothesis** that the plant would grow but still needs to test his guess.
4. Please **elaborate** on your ideas so we can understand them better.

Read each sentence. Write the context clues for the boldfaced word. Then predict what the word means.

5. The ship's _____ had to **navigate** through a _____ river.

navigate: _____

6. The _____ rug was a **balm** to my _____.

balm: _____

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Determining Meaning: Word Parts

Sometimes it is possible to break an unknown word down into different parts. You can then put the meaning of these parts together to understand the word.

Some words have roots. This is a part that communicates the same idea in every word it appears in. For example, *vis* means “to see.” This can help you think about words like *vision* (act of seeing) or *visor* (part of a hat that keeps sun out of your eyes).

You can sometimes break a word apart by looking for any or all of the following:

Base	This is a part that is a word all on its own.	Example: <i>help</i> = to assist
Prefix	This is a part that comes before a base word.	Example: <i>un-</i> = not
Suffix	This is a part that comes after a base word.	Example: <i>-ful</i> = having qualities of

These parts can help understand what a word means. For example, *unhelpful* (un + help + ful) means not having the qualities of assisting, or helping.

Look at the different roots, prefixes, and suffixes in the table. Then write what you think each word means. Think about base words, too.

Roots	Prefixes	Suffixes
<i>bios</i> = life <i>port</i> = carry <i>therm</i> = heat	<i>micro-</i> = small <i>trans-</i> = across <i>pre-</i> = before	<i>-al</i> = having qualities of <i>-less</i> = without <i>-ology</i> = the study of

1. biology: _____

2. microwave: _____

3. transport: _____

4. preheat: _____

5. painless: _____

6. thermal: _____

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Everyday Language

Everyday language is what you use when you are talking to your family and friends. It helps you express your ideas in a simple, clear way. You use everyday language when you:

Introduce yourself to someone:

Hi. My name is Mariela. What is your name?

Describe yourself:

I am 12 years old. My address is 1500 Pearl Street. Where do you live?

Ask for help:

Can you help me find my notebook? What does this word mean?

Share your opinion:

I think that the class event will be very interesting. Who will go to it?

Discuss ideas:

I heard you say the book is boring. Why do you think that?

Run errands/buy items:

I need to go to the store. How much is this bottle of juice?

Practice using everyday language by writing the sentences below.

1. Introduce yourself to someone. Ask for their name.

2. Share two details about your age, your location, or how you look.

3. Ask someone for help with schoolwork.

4. Find something to buy at a store. Ask for its price.

5. Share your opinion about a kind of food. Then ask someone for their opinion on it.

Academic Language

Academic language is different than everyday language. Academic language is what you use in school during class. These words, or vocabulary, are not easy to learn. You need to know what each word means to use it properly as you are learning.

The following are some examples of academic language.

Academic Language for Reading and Writing	Academic Language for Math and Science	Academic Language for Social Studies
<p>setting: time and place a story is told</p> <p>conclusion: the last part of a story or text that summarizes the ideas</p> <p>perspective: way of looking at or thinking about things</p> <p>evidence: proof that supports an idea</p>	<p>hypothesis: a guess based on some information you already have</p> <p>cell: smallest part of a living thing</p> <p>fraction: part of a whole number</p> <p>affect: change, make a difference to</p>	<p>government: the group of people in charge of a country's laws and organization</p> <p>politics: the activities related to governing a place, such as a city, state, or country</p> <p>democracy: government by the people</p> <p>economy: how products are made, bought, and sold in a country</p>

Use the following words in sentences that describe things you are learning in school.

1. **setting:** _____

2. **affect:** _____

3. **fraction:** _____

4. **conclusion:** _____

5. **economy:** _____

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Asking and Answering Questions

There are many reasons why people ask questions. Sometimes you ask a question to get help or to find out where something is. When you ask a question, you try to get information.

Many questions start with one of these six words:

- **Who:** what or which person
Who is the loudest singer here?

- **What:** what identity or amount
What is this book about?
 - **When:** at what time
When do you usually eat dinner?

 - **Where:** at what place
Where do I go for baseball practice?

 - **Why:** for what reason
Why did you say that to me?

 - **How:** in what way
How do I solve this math problem?

Sometimes you will need to ask another question after someone answers your first question. You will build on their answer to ask this new question:

Question #1: What is your favorite season?

Answer: My favorite season is winter.

Question #2: Why do you like winter so much?

When you answer a question, you are giving information. It is important to pay attention to exactly what you are being asked. Then you can give the information the other person needs.

Practice asking and answering questions with a partner.

1. Think of three questions to ask your partner. Each question should start with *Who*, *What*, *When*, *Where*, *Why*, or *How*.

2. Ask each of your questions. Write one of your partner's answers on the first line below. Then think of another question to ask and write it on the other line below.

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Active Listening

When you listen actively to someone, you pay close attention to what they are saying. You might do this to learn new information. You also might do this to show someone that you think what they are saying is important.

There are different steps you can take to practice active listening. Imagine that a classmate is giving a presentation about an animal they have researched. You can:

1. **Predict to yourself.**

Chenda said the title of her presentation is “The Hammerhead Shark.” I think she will be talking about a kind of shark.

2. **Show your attention.**

I can sit up straight while I listen. I can make eye contact with Chenda to show I am listening. I can nod my head.

3. **Check your understanding.**

Chenda said hammerhead sharks use their heads to find the prey they eat. I think *prey* must mean the other animals that hammerhead sharks hunt.

4. **Repeat.**

Chenda said that hammerhead sharks can be up to 20 feet long. This must mean they can be shorter than 20 feet, too.

5. **Summarize.**

Chenda said that hammerhead sharks are hunters. The shape of their heads helps them with hunting. They can be different sizes.

6. **Ask questions.**

I will ask Chenda: Does the size of a hammerhead shark change how good it is at hunting?

Ask a classmate to describe somewhere they have gone recently.

1. After a few seconds, ask them to pause. What do you predict they are going to say?

2. Have your classmate continue. Listen carefully to what they say. When they are finished, write down two pieces of information they shared.

3. Summarize this information for your classmate. Ask them if you understood them correctly.

4. Ask a question to gather more information from your classmate about where they went. Be sure they did not tell you this information already!

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Collaborative Discussion

When you *collaborate*, you work together. A *collaborative discussion* is when two or more people talk to one another and try to understand certain information. One person speaks while the others listen and think about how to answer. Then they answer. This may continue until everyone has had a chance to both speak and answer. This is a good way for people to introduce new ideas they have.

There are different reasons or purposes for having a collaborative discussion. Here are some:

Identify main ideas and details.	I think the main idea of the story is bravery. One detail is how the boy stands up to the bully. What is another detail?
Make sure you understand something.	Does the story take place long ago or right now?
Agree or disagree with someone.	I agree with Kai. I think that the author wants to show that the boy is becoming braver.
Ask for someone's opinion.	Francesca, what do you think about the way the story ends?
Give feedback to someone.	Mike, I enjoyed how you described the setting. It helped me understand the story better.

Work with a partner to discuss a text you are both reading in school. Use the ideas above to guide your discussion. You may also want to use these sentence starters:

- I think ____.
- I agree with you because ____.
- Why do you think ____?
- I disagree with you because ____.

- That is a good question because ____.
- Have you thought about ____?
- When you said ____, it made me think about ____.

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Adapting Language for Everyday and Academic Situations

When speaking, you use different language with different people. For example, you use what is called “everyday” language when talking about your life with people your age. You use academic language when you are talking to adults or about what you are learning.

Compare these examples of everyday and academic word choices.

Everyday Language	Academic Language
Hey, how are you? What’s up?	Good morning. How are you today?
Yes, totally! No way!	I agree with this. I disagree with this.
I’m pretty sure that my idea will work.	My hypothesis is probably correct.
So, the experiment worked like we thought it would.	My conclusion is that our experiment supported our hypothesis.
I don’t get it.	Please explain your idea more.
My favorite part was when you talked about the people in the story.	I enjoyed your description of the characters the most.

Work with a partner to complete the following activity.

1. Set a timer for two minutes. Talk back and forth about how your morning went. When the timer goes off, write down three examples of what you said to each other.

2. Now set the timer for two minutes again. This time, talk back and forth about an assignment you both have. Use academic language when possible. When the timer goes off, write down two examples of what you said to each other.

3. Why did you need to make different word choices the second time? Give one reason.

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Persuading Others

When you try to persuade someone, you try to get that person to do or think something. For example, you might try to persuade someone to go to the store with you. You might also try to persuade someone to change their mind about a movie or book.

The following steps can be useful when persuading someone:

1. **Explain what you think should happen.**
I think we should walk down to the beach this afternoon!

2. **Listen carefully when the other person responds, especially if they give a reason.**
I'm too tired to go for a walk.

3. **Use the person's response to continue to persuade them.**
Walking and fresh air will give you energy!

Work with a partner. Try to persuade them about one of the following ideas. Use a sentence starter to help explain what you want to happen and build on their response.

Ideas	Sentence Starters
Red is a better color than blue.	I think ____.
The school year should be longer.	I have an idea: ____.
Your favorite movie is the best movie.	What do you think about ____?
People should build cities on the moon.	I hear what you are saying about _____. But have you thought about ____?
Surprise parties are never a good idea.	How do you know that ____?
	If we look at ____ a different way, what would happen?

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Oral Presentations

An oral presentation is when you speak to a group of people about a certain topic. For example, you might give an oral presentation to your class about a book you have read.

In an oral presentation, your job is to give the audience information that is easy to understand. You also need to make sure the audience stays interested in what you are saying. Some ways to do both of these things are:

Use images and graphics.	These can be posters, photos, graphs, charts, and drawings.
State your main idea.	Tell your audience at the beginning what you will be speaking about.
Highlight your details.	Make sure listeners can follow the idea with each detail.
End with a strong conclusion.	Remind listeners of your main idea one more time.
Speak slowly and loudly.	Look at audience members while you speak.

Think of a book or movie you enjoyed. Use the graphic organizer below to make notes about how you would plan an oral presentation on it.

Title of Your Oral Presentation
Main Idea
Detail #1
Detail #2
Detail #3
Conclusion
Possible images or graphics to show during presentation:

NAME: _____

DATE: _____

Summarizing and Paraphrasing

When you read, it is good to stop sometimes and make sure you understand what you just read. To do this, you can summarize and paraphrase.

Summarizing is when someone restates the author's or speaker's main idea using their own words and fewer words. It is not necessary to include details when summarizing.

Paraphrasing is when someone rewords the author's or speaker's main ideas and then provides more details.

Read the paragraph below:

For the rest of this century, the biggest growth in the world population will happen in Asia and Africa. One other area where population will also increase is the United States. Countries in Asia and Africa are trying to solve the problem of having enough food, medicine, and education for many more people.

To summarize this paragraph, you need to find and restate the main idea:

The world population will increase the most in Asia and Africa.

To paraphrase this paragraph, you need to find the main idea and some details and then restate them in your own words:

The world population will increase the most in Asia and Africa. It will also increase in the United States. Many Asian and African countries will now have more people who will need food, health care, and schooling.

Read the paragraph below. Fill in the chart to find the main idea and details. Then summarize and paraphrase using your notes.

Many people think of dinosaurs as the only *prehistoric* creatures. But there were many other prehistoric animals. Megalodons were giant sharks living in oceans around the world. They measured about 50 feet long. Another prehistoric sea creature was the basilosaurus. It was a giant whale. On land, the mastodon was an elephant-like mammal. It had long tusks and a trunk.

prehistoric (adj.): in times before written history

Main Idea	Details

Summarize:

The author's main idea is _____

Paraphrase:

The author's main idea is _____

The megalodon was _____

The basilosaurus was _____

The mastodon was _____

NAME: _____

DATE: _____

Text Structures

An author may organize a text in different ways. This is how the author connects the ideas they want the reader to know. This table explains three common ways authors structure, or organize, their text.

Type of Text Structure	Purpose	Example	Use These Words
Problem and solution	The text identifies a problem and then one or more solutions.	My mother locked her keys in the car, so she called a locksmith.	<i>so, as a result, in addition, therefore, since, because</i>
Compare and contrast	The text identifies how two or more things are similar or different.	My new truck is rated as very safe to drive. But my last car had safety problems.	<i>also, both, similarly, but, however, although, on the other hand, even though, while</i>
Cause and effect	The text explains why something happened.	If a driver does not fill the car tank with gas, then the engine will stop running.	<i>since...then, if...then, because of, based on, caused by, so that, as a result, for this reason</i>

Read the paragraph below. Find one example of each type of text structure.

Doctors recommend that people exercise for about 150 minutes each week. This amount of exercise can improve your health in many ways. If you sit less, then you can make your bones and muscles stronger. Exercise can help children focus more in school. Similarly, it can benefit older adults by helping their balance.

- Where does the author include a problem and solution?

Problem: _____

Solution: _____

- Where does the author compare two groups?

Group #1: _____

Group #2: _____

- Where does the author show a cause and effect?

Cause: _____

Effect: _____

Evaluating Word Choice

The words that an author uses can change a reader's experience. Word choice can affect how you feel about a character or an idea. Certain words can even set the general mood (or feeling) of what you are reading.

Authors use word choice in different ways. One way is by using *synonyms*, or words that mean something similar to other words. Look at these examples. Think about how the synonym changes the feeling you get from the first word.

The statue in the park was big.	The statue in the park was enormous .
We walked through the neighborhood.	We strolled through the neighborhood.

Authors also use *figurative language*. This is word choice that makes a reader picture something in their mind. It might not be what is actually happening in a text. But it can help you understand what the author is trying to tell you. Look at these examples:

She walked to my house **in a flash**.
(Someone walked to a house very fast, like a quick flash of light.)

The wind **howled** as we tried to sleep.
(The wind blew loudly.)

Read the sentences below. Write the word that shows how you feel about the sentence. The first sentence has been completed for you.

- I felt **joyful** when my sister arrived back home.
- The house was _____, with broken windows and a roof with holes.
- Lara ran quickly around the track, but Despina _____ past her.
- The bad news hit me like a _____.
- It will take me a _____ hours to finish my homework.
- One part of the movie was _____.

NAME: _____

DATE: _____

Analyzing, Evaluating, Synthesizing

After you read a text, you can use a few different ways to check your understanding:

You can analyze.	What are all the different parts of the text? Why do they fit together?
You can evaluate.	How do I feel about this text? Did it give me a lot of information? What does it make me think about? Was it interesting to read?
You can synthesize.	Can I use the information in this text with other information I already know?

Read the story below. Then answer the questions to analyze, evaluate, and synthesize it.

One afternoon, Lory and Terrell walked home from school together. They stopped at the local store for a snack. After buying blue raspberry slush, the friends raced home. But when they ran around the last corner, both Lory and Terrell dropped their slush on their shoes. Their shoes were stained with bright blue syrup! Lory took off her shoes. She threw them in a nearby trash can. Terrell decided to take his shoes home and wash them.

1. Analyze the story.

What happens in the beginning of the story?

What happens in the middle of the story?

What happens at the end of the story?

Write one sentence describing this story.

2. **Evaluate the story.**

Is the story interesting?

I think Lory is _____ because _____

I think Terrell is _____ because _____

3. **Synthesize the story.**

What do I know about shoes? _____

What do I know about stains? _____

When Lory's family finds out about her shoes, I think _____

NAME: _____

DATE: _____

Making Inferences and Drawing Conclusions

In a text, an author may leave out some information. For example, the author may not tell you what happened earlier or what happens next.

To fill in these gaps, you can:

Make an inference.	This is when you look for clues in the text and put them together with other information you already know.
Draw a conclusion.	This is like making an inference. First you look and put the clues in the text together with other information you know. Then you ask, "What will happen next?"

Read these sentences:

The family walked into the restaurant. They smelled tomatoes, pepperoni, garlic, and freshly baked bread. Cooks behind the counter threw dough into the air as they worked.

The author does not tell you what kind of restaurant the family is visiting. To make an inference, you can use clues like "tomatoes, pepperoni, garlic, and freshly baked bread" and "threw dough into the air." You can put this together with what you already know about these ideas. Then you can infer the family is in a pizza restaurant.

You can also draw the conclusion that the family will eat some pizza next.

Read the sentences below. Write down the clues in the text, what you already know, what you can infer, and what conclusion you can draw.

1. Maya's sister came down the stairs in her pink bathing suit. She held a bottle of sunscreen and diving rings in one hand. She held goggles in the other.

Clues in the text: _____

What I already know: _____

I can infer that _____

I can draw the conclusion _____

2. Just as time was up, the ball went into the goal. The people in the crowd who had started to leave turned around and began cheering. All of the players ran to the middle of the field and began jumping up and down.

Clues in the text: _____

What I already know: _____

I can infer that _____

I can draw the conclusion that _____

NAME: _____

DATE: _____

Reading Narratives

A *narrative* is a text that tells a story. Its purpose is to entertain the reader. Almost all narratives have these five parts:

Setting	This is where and sometimes when the story happens.
Characters	These are the people (or even animals or robots!) in the story.
Plot	These are all the events in the story, in the beginning, middle, and end.
Conflict	This is the major, or big, problem in the story.
Theme	This is the message or lesson in the story.

Think about this narrative:

Lan is learning to ride her bike in July. She practices in an empty parking lot. Every time she falls, her brother Anh laughs at her. Lan becomes angry and wants to give up. She pushes her pedals angrily with her feet, and she is suddenly riding! She zooms around the parking lot as Anh cheers.

In this story:

- The setting is a parking lot in summer.
- The characters are Lan and Anh.
- The plot is a girl trying to learn to ride a bike.
- The conflict is that Lan cannot learn to ride and Anh is laughing at her.
- The theme is that practicing and not giving up will help you do something well.

Think about a story you have read in school or at home. Use the chart below to identify the different parts of this narrative. Ask for peer feedback from a classmate.

Title of the Story:				
Setting	Characters	Plot	Conflict	Theme
Where:	Who:	Events at beginning: Events in the middle: Events at the end:	Major problem:	Message of the story:

NAME: _____

DATE: _____

Reading Informational Texts

An informational text is what it sounds like: a text that has information, knowledge and facts. Its purpose is to teach a reader about a topic. The author does this with facts and details. This information is usually connected to a central, or main, idea.

Sometimes an author explains the central idea by organizing facts and details in one of these ways:

Problem and solution	The author identifies a problem, then offers solutions.	Example: <i>There is too much plastic in the ocean. Governments should pass laws that limit how much new plastic can be made.</i>
Compare and contrast	The author identifies how two or more things or ideas are similar or different.	Example: <i>In 1950, two million tons of plastic was made in a year. But by 2019, that number was 460 million tons.</i>
Cause and effect	The text explains why something happens.	Example: <i>Plastic in the ocean is broken down by sun and waves into chemicals. These dangerous chemicals are then eaten by sea animals.</i>

Read the short informational text below. Then answer the questions.

Two desserts are fresh fruit and frozen yogurt. Many people think both types of food are delicious, but they are very different in many ways. While fresh fruit is sometimes firm and crunchy, frozen yogurt is soft and cold. Also, fresh fruit does not melt like frozen yogurt can.

One thing they have in common is that they are both sweet and come in many flavors. It is up to each person which they prefer—or if they like to eat them together!

1. What do you think is the central idea of the text?

2. How does the author share facts and details: problem and solution, compare and contrast, or cause and effect? _____

3. Underline two sentences in the text that show this way of organizing facts and details.

NAME: _____

DATE: _____

Reading Persuasive Texts

A persuasive text is a text written to convince, or persuade, the reader to do or think something. Authors of persuasive texts often use the same organization as authors of informational texts:

Problem and solution	The author identifies a problem, then offers solutions.
Compare and contrast	The author identifies how two or more things or ideas are similar or different.
Cause and effect	The text explains why something happens.

Persuasive texts usually have four parts:

A claim	This is where the author shares their view or feelings.	All people should be able to vote once they are 16.
Reasons	This is why the reader should believe the claim.	Teenagers are old enough to choose their government leaders.
Evidence	This is why the reasons are true.	If people are responsible enough to drive when they are 16, they are responsible enough to vote.
A call to action	This is what the reader should do next.	Contact your government officials. Ask them to support a new law that changes the voting age to 16.

Read the persuasive text below. Then answer the questions.

Every year, kids join sports teams. There are many sports. Soccer is a good choice. There is not much equipment to buy. Many sports need bats or gloves. Soccer just needs a ball and net. Soccer helps kids feel confident. Skills will improve with practice. Soccer helps shy kids feel welcome. They will make friends with other players.

1. What is the author's claim, or view? _____

2. What are the three reasons the author gives for this claim?

Reason #1: _____

Reason #2: _____

Reason #3: _____

3. What is the evidence to support these reasons?

Evidence for Reason #1: _____

Evidence for Reason #2: _____

Evidence for Reason #3: _____

4. What does the author want the reader to believe?

NAME: _____

DATE: _____

Shared and Interactive Writing

Sometimes it is very helpful to write with a partner. You work together and share the planning, organizing, and writing. Writing with a partner is also interactive. This means your writing will keep changing as you both work on it. Usually these changes will make what you write even better!

Follow these steps with your writing partner:

1. **Set a purpose.** Why are you writing? Do you want to entertain, inform, or persuade your reader?

These sentence starters can help with this step: *I think we want our reader to ____.*
When they finish reading, the reader should ____.

2. **Brainstorm.** What do you want to write about? What are some main ideas? What details will support those ideas?

These sentence starters can help with this step: *One idea I have is ____.* *We could support that idea with ____.* *Will ____ be easier or more fun to write about than ____?*

3. **Choose an idea.** Which idea from brainstorming do you both like best?

These sentence starters can help with this step: *I like your idea about ____.* *I think this idea is better than that idea because ____.* *We could put our details in this order: ____, ____, and ____.*

4. **Take turns writing sentences.** Go back and forth writing one or two sentences each. Always read what your partner wrote before continuing.

Work with a partner to choose one of the following topics:

Popular snacks

Sports

Games

School events

Plan your shared writing using the organizer.

Our topic:

Our purpose for writing:

Ideas for writing about the topic:

The idea we will write about:

The details we will use:

Now begin writing! Pass a sheet of paper back and forth. Take turns writing sentences.

NAME: _____

DATE: _____

Transitions and Connecting Ideas

When you write, you sometimes give a reader many ideas at once. It is important to help the reader keep track of and connect these ideas. Using transitions, or connecting words, helps the reader do this. Common transitions are *and*, *but*, and *so*.

There are different transitions for different kinds of connections.

- **If you want to show cause and effect**, use words like *as a result*, *so*, *because*, and *since*.

Example: My friend could not go out because he was sick.

- **If you want to give an example or add information**, use words like *and*, *for example*, *specifically*, and *also*.

Example: I am a big fan of that team. For example, I have a team poster in my bedroom.

- **If you want to show how ideas are similar or different**, use words like *and*, *similarly*, *however*, *but*, and *although*.

Example: Aran was prepared for the test, but Sonya forgot to study.

- **If you want to explain the order of something**, use words like *first*, *next*, *then*, *in the first place*, and *finally*.

Example: I went to the store, then I walked home.

- **If you want to tell the reader you are finishing**, use words like *consequently*, *in conclusion*, and *finally*.

Example: In conclusion, the author sends a message in many different ways.

Read the sentences. Use a transition word to connect ideas. Sometimes you may want to combine sentences.

Show cause and effect:

1. We didn't go to the zoo. It was too late in the evening.

2. They arrived early at the movies. They got the best seats.

Add information:

3. All the boys ran a mile. All the girls ran a mile.

4. There are many good writers in our class. Maria wrote a story that was published in a magazine.

Show how ideas are different:

5. Anya has a dog. Ben has a cat.

6. Cooper doesn't play the piano. He does play the trombone.

Explain the order of something:

7. I woke up early. I went to school all morning and afternoon. I walked over to the soccer field.

NAME: _____

DATE: _____

Writing Narratives

A *narrative* is a type of text that tells a story. When you write a narrative, you usually include these five things:

A setting	This is where and sometimes when the story happens.	Example: <i>A small town in the southern United States in the 1990s</i>
Characters	These are the people (or even animals!) in the story.	Example: <i>A teenage girl, her parents, her best friend, a stranger she meets at the library, and the town mayor</i>
A plot	This is all the events that make up the beginning, middle, and end of the story.	Example: <i>A teenage girl named Miriella meets Joe, who has just moved to her town. They become friends, but then Joe argues with Miriella's best friend. At the end, all three teenagers learn to get along in order to save the town library.</i>
A conflict	This is the major, or big, problem in the story.	Example: <i>The new mayor wants to destroy the town library and sell the land.</i>
A theme	This is the message or lesson in the story.	Example: <i>People working together can solve problems that seem impossible.</i>

Think about a narrative, or story, you might write. Fill out the graphic organizer below to plan all of the parts of the story. Then write the story on another sheet of paper.

<u>Characters</u>	<u>Setting</u>
PLOT	
<u>Beginning</u>	
↓	
<u>Middle</u>	
↓	
<u>End</u>	
<u>THEME</u>	

NAME: _____

DATE: _____

Writing Informational Texts

When you write an informational text, you explain a central idea to a reader, providing details in different ways:

- **You can describe:** Tuvalu is a small island country in the Pacific Island. It is made up of nine islands.
- **You can compare and contrast:** Tuvalu has a population of 11,544. This is about 2% of the smallest state population in the United States.
- **You can show a cause and its effects:** Tuvalu's nine islands are surrounded by ocean. As a result, many people fish for a living.
- **You can explain a problem and its solution:** Tuvalu is just about sea level. As oceans rise, the country has lost some of its land. Tuvalu's government is now working to prevent more land loss.
- **You can explain the order of events:** To get to Tuvalu, you need to take several flights. You may need to first fly to Hawaii. From there, you can fly to Fiji. Then you can take one more flight from Fiji to Tuvalu.

Take these steps to write an informational text:

1. State your central idea at the beginning.
2. Support your central idea with details.
3. State the central idea in a different way in your conclusion, or the end.

Write a short informational text about one of the following topics: your family, your neighborhood, your school, or a favorite hobby.

Fill out the graphic organizer below to plan your writing. Then write the text on another sheet of paper.

Subject of Text:

Introduction of central idea:

Detail #1:

Detail #2:

NAME: _____

DATE: _____

Detail #3:

Conclusion with central idea explained again:

NAME: _____

DATE: _____

Justifying Opinions

When you write a persuasive text, you include your opinion on something. An opinion is different than a fact. A fact is a statement you can prove. An opinion is what you think about something. It is your view on an idea. Look at these examples:

Fact: A carrot is a vegetable.
Opinion: A carrot is a tasty vegetable.

When you write an opinion, you need to justify it. This means knowing what information the reader might need in order to agree with your opinion. Ask yourself the following questions:

- Why do I think that?
- What examples can I offer?
- Can I show that it is true?
- Can I explain in more detail?

For example, you might justify the above opinion this way:

I think carrots are tasty because they are crunchy and sweet.

These are useful ways to state an opinion:

I think/don't think ___ because ____.
I agree/don't agree with ___ because ____.
In my opinion, ____.

These are useful ways to justify your opinion:

For example, ____.
A reason I feel this way is ____.
One example is ____.

Answer the questions.

1. Read the following statements. Circle the one that is an opinion.

The Internet is a waste of time.

The brain controls all parts of the body.

George Washington was a president of the United States.

2. Read this statement: Public transportation should be free.
Circle the statement below that you think best justifies this opinion.

Research shows that people really like private transportation.

Research shows that only 11 percent of people use public transportation.

Research shows that being able to take public transportation makes communities healthier.

3. State an opinion you have about a kind of food or drink.

Next, think of a question a reader might have about this opinion.

Use this question to decide how to justify your opinion.

NAME: _____

DATE: _____

Writing Persuasive Texts

When you write a persuasive text, you try to make a reader do or believe something. To do this, you need to include three things:

A claim	This is your view or opinion on the idea.	Example: <i>The new business our city needs most is a bookstore.</i>
Reasoning	This explains why you feel this way about the idea.	Example: <i>Kids in the city need another place to study and read quietly.</i>
Evidence	This can be facts, quotations, and examples that support your reasoning.	Example: <i>The school and city libraries are always crowded. Even the mayor has said "Our high-schoolers need more places they can go for quiet study."</i>

Write a short persuasive text about one of the following topics:

- Should school be all year long?
- What is the best summer activity?

Fill out the graphic organizer below to plan your writing. Then write your text.

Claim

Reasoning

Evidence

NAME: _____

DATE: _____

Evaluating Arguments

As a writer, it is important to know how to evaluate authors' persuasive texts. This means finding the strengths and weaknesses in their texts. You do this by looking at their:

- **Claim:** the author's view or opinion on an idea
- **Reasoning:** why the author feels this way about the idea
- **Evidence:** facts and examples that support the author's reasoning

Ask yourself these questions when reading a persuasive text:

1. Can I see another possible view on the claim?
2. Does the reasoning make sense or make the claim seem true?
3. Does the evidence back up the reasoning?
4. Is the text effective, or something I or others might agree with?

Read the text. Then answer questions to evaluate it.

It's very important for kids to avoid candy. Candy might seem like a fun treat. But eating too much candy isn't fun at all. Eating a lot of sugar will probably cause stomachaches. Plus, candy can be bad for the teeth. Any dentist will say that. This is because the acid that weakens teeth can be made worse by too much sugar. Candy can also cause other health problems. These can include being overweight or developing diabetes.

1. What is the author's claim?
-

2. What is the main reasoning for this claim?

3. What are three details that back up this reasoning?

4. Do you think this text does a good job making the reader believe the claim? Explain in one or two sentences.

NAME: _____

DATE: _____

Responding to Reading

As a student, you often need to respond to a text you have read. To do this, you need to think about a few questions:

1. **What did the author tell me?** This can be details about characters in a story. It can also be facts in an informational article.
2. **What did the author not tell me?** When you read, you sometimes need to predict or fill in some information.
3. **What can I infer?** This is when you collect clues in the text. Then you use those clues with other information you have to fill in the gaps.
4. **What can I conclude?** This is using clues and other information to predict what will happen next.

After you answer these questions, you can respond to the text. You may decide a text is interesting or boring. You may also decide a text is badly written or missing details.

Read the text below. Then answer the questions.

My friend frowned as he stared at the map. I looked across the road, reading street signs. Then I looked at my watch. If we were late, all the good seats would be taken. I tapped my friend on the shoulder. “Let’s just start walking that way,” I said and pointed in the other direction. “Maybe the music club is down there.”

1. What information does the text give you?

2. What information do you not know?

3. What can you infer to fill in these gaps?

4. What do you predict will happen next?

5. Write one sentence that describes how you feel about this text.

NAME: _____

DATE: _____

Accurate Writing

It is often easier to write short sentences than long sentences. But too many short sentences can make it difficult for a reader to connect ideas. It is important to use different types of sentences to make your writing interesting and easy to follow. To do this, you can:

- **Join ideas.** Use transitions, or connecting words, like *and*, *but*, and *so* to join related ideas.
Example: Jorge studied hard for the test. He did well on the test. → Jorge studied hard, so he did well on the test.

- **Condense ideas.** Look at the ideas in your sentences. Identify places where you can combine them in a way that requires fewer sentences.
Example: My father toasted bread for our breakfast. He also cooked us eggs and tomatoes. → My father made us toast, eggs, and tomatoes for breakfast.

Read the text. Then answer the questions.

I used to walk to school. I didn't like it. It took too long. It was also cold sometimes. So I learned to ride a bike. I get to school faster on a bike. I can leave my house later. I can sleep later. Biking is exercise. I warm up by exercising. Exercise makes me stronger, too.

1. Join ideas to make these two sentences into one sentence.

I used to walk to school. I didn't like it.

2. Condense ideas to make these two sentences into one sentence.

It took too long. It was also cold sometimes.

3. Join ideas to make these three sentences into one sentence.

I get to school faster on a bike. I can leave my house later. I can sleep later.

4. Condense ideas to make these three sentences into one sentence.

Biking is exercise. I warm up by exercising. Exercise makes me stronger, too.

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