

Core Knowledge Language Arts Resources for English Language Learners

Grade 7 – Activity Book



GRADE 7 Core Knowledge Language Arts®



Core Knowledge Language Arts

Resources for

English Language Learners

GRADE 7

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
astronaut	Neil Armstrong
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.
- Noun phrases often compare one noun to another. These words can be adjectives, articles, or prepositions.

Noun	Noun Phrases
coat	I put on <u>my big, warm</u> coat. <i>(Noun phrase with adjectives)</i>
team	The <u>faster team</u> won the game. <i>(Noun phrase that compares nouns)</i>

Answer the questions below.

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

Noun: floor Noun phrase: _____

Noun: bird Noun phrase: _____

Noun: sweater Noun phrase: _____

- Complete the sentence with an appropriate noun phrase.

My school's team colors are _____.

The park near my house has _____.

Jane bought _____.

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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 each 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:

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

Original noun: Liam **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. The _____ are very kind. _____ help other people.

2. _____ is in the school _____.
_____ attends practice for _____ after school.

3. _____ helps her _____ get ready in the morning.
_____ wakes _____ and makes breakfast.

4. _____ won an award and is very proud of _____.

5. My _____ enjoys _____, so
_____ make _____ for dinner every Friday.

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

6. Emma enjoys riding _____ bike around the town.

7. What is _____ favorite story?

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

8. We heard a _____ play music at the street festival. The _____ played late into the night _____.

9. _____ also play basketball with me. They are my _____.

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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 (refers to just one person or thing) or plural (refers to more than one person or thing). If a noun is singular, the verb must also 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-verb 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 often add -s to a singular noun to make it plural. However, most singular verbs end in -s. 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. Carrie regularly _____ her bedroom, but Dylan and Kai _____ less frequently.
2. Sam and Tyrone _____ a video game while their puppy _____ next to them.
3. Rachel _____ in the lake, but Dani and Justin _____ on the nearby shore.
4. Hugo _____ the winner of the race. Moses and Carla _____ also fast runners.
5. We _____ a family picnic every summer, and I _____ pictures.
6. Ray _____ to Addie across the street, and she _____ back.
7. Brianna _____ across the puddle, but Stella and Sara _____ through it.

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Verb Tense

The spelling of 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* or *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.

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

1. I [*was searching / am searching / will be searching*] for my missing glove right now.
2. We [*visited / visit / will visit*] my grandparents next month. It [*was / is / will be*] so much fun!
3. Yesterday, Calvin [*helped / helps / will help*] his sister, and she [*smiled / smiles / will smile*] at him.
4. Last year, we [*heard / hear / will hear*] the howl of coyotes. The sound [*was / is / will be*] scary.
5. The Carsons [*were hosting / are hosting / will be hosting*] a backyard party tomorrow.
6. Cyrus always easily [*remembers / is remembering*] facts about his favorite football players.
7. Mom [*listened / is listening*] to an important news story right now.
8. Tomorrow, Mrs. Jackson [*will give / gave*] grades for the first quarter.
9. Last week, we [*discuss / discussed*] famous explorers in Social Studies.

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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, after</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 Paula 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:

During the long weekend, I babysat my little cousin.

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 lizard crawled _____.

6. Ethan puts on his swimsuit and goes _____.

7. Marlena was chilly and placed a shawl _____.

8. The Thompsons brought a gift _____.

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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** told 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.

The nouns are underlined in each sentence. Write an adjective or multiple adjectives that describe each noun.

1. The _____ clouds rolled in, and _____ thunder soon followed.
2. Jeremy's hike was _____ and _____, but he relaxed in a _____ cabin.

The verbs are underlined in each sentence. Write an adverb that describes the verb in each sentence.

3. Tina danced _____ throughout her recital.
4. Isaiah ran _____ and _____ avoided the skunk's spray.

Complete the sentences with an adjective or adverb.

5. The fireworks display was _____ loud and _____.
6. Nathaniel _____ cleaned up the _____ mess before his parents came home.
7. Keisha _____ served her family the _____ dessert she made.
8. The _____ fish _____ moved in and out of the _____ coral reef.

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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 like *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**.

Complete each sentence with a phrase or clause.

1. My family made a cake _____.
2. Thad put on his hat, _____.
3. _____, the streets sometimes flood.

4. Jada, _____, plays the guitar expertly.

5. _____, we might get more free time.

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

6. Mrs. Howard, _____, often stops by for short visits.

7. _____, Pablo got a new backpack.

8. When the sun becomes too hot in the afternoon, _____

_____.

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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. This means 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 conjunction, 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. Imari completed her math problems. I wrote my English essay.

2. Tonia loves raw vegetables. Helen prefers fresh fruit.

Combine the two sentences into a complex sentence.

1. Carl didn't attend the game. He wasn't feeling well.

2. The dog jumped on Oliver. He was sleeping soundly.

Combine the three sentences into a compound-complex sentence. Be sure to include at least one dependent clause.

3. Marco wanted to see an action film. His sister frowned the whole time. She watched an animated movie.

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Determining Meaning: Visual Cues, Context Clues, and References

Readers often may come to words when they are reading that they do not know. You can try different methods to 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 that relates 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, and then write the meaning on the line.

1. In science class, we learned about the life **cycle** of a butterfly, including the stages of egg, larva, pupa, and adult.

cycle: _____

2. Mr. Monroe **illustrated** his point about air pollution by showing us photos of hazy cities.

illustrated: _____

3. We ran into a traffic jam, so we took an **alternative** route home.

alternative: _____

4. Maura read the detective story as she ate because she found it **fascinating**.

fascinating: _____

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

5. The scientists **observe** the chemicals, and then they note what they see.

observe: _____

6. When competitors were **triumphant** during the original Olympic Games, they were awarded crowns of olive leaves.

triumphant: _____

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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:

Example: unhelpful

Root	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 root word.	Example: <i>un-</i> = not
Suffix	This is a part that comes after a root word.	Example: <i>-ful</i> = having qualities of

These parts can help you 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.

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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

setting: time and place a story is told

conclusion: the last part of a story or text that summarizes the ideas

perspective: way of looking at or thinking about things

evidence: proof that supports an idea

Academic Language for Math and Science

hypothesis: a guess based on some information you already have

cell: smallest part of a living thing

fraction: part of a whole number

affect: change, make a difference to

Academic Language for Social Studies

government: the group of people in charge of a country's laws and organization

politics: the activities related to governing a place, such as a city, state, or country

democracy: government by the people

economy: how products are made, bought, and sold in a country

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

1. **setting:** _____

2. **affect:** _____

3. **evidence:** _____

4. **democracy:** _____

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 one of these words: *Who, What, When, Where, Why, or How*.

2. Ask each of your questions. Use one of your partner's answers to think of another question to ask.

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 get more information from your classmate about where they went. Be sure not to ask a question they have already told you the answer to!

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 other(s) 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 kinds of language with different people. For example, you use what is called everyday language when talking about your life with your friends and people your age. You use academic language when you are talking about what you are answering a question in school or talking to an adult.

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.
I loved 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 or four 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. Here are some ways to do both of these things:

Use images and graphics.	These can be posters, photos, graphs, charts, or 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. When you do this, you can summarize and paraphrase the text.

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.

Koalas are small, furry animals that live in the forests of Australia. Although many people call koalas “bears,” they aren’t real bears. They just look like sweet, cuddly teddy bears. In fact, koalas belong to an unusual group of animals called marsupials. Marsupials carry their young in a pouch to help them develop. Other marsupials are kangaroos and opossums.

Main Idea	Details

Summarize:

The author's main idea is _____

Paraphrase:

The author's main idea is _____

Koalas are _____

Koalas belong to _____

Marsupials _____

Other animals that are like koalas are _____

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.

Many doctors recommend that most people sleep 7 to 8 hours each night. Getting this amount of sleep can help you stay healthy. If you get enough sleep, you can prepare for the next day's activities. You can also help your body fight any possible illnesses. Sleep is vital for babies. They need 16–18 hours of sleep to help them grow. Similarly, teenagers require 8–10 hours of sleep to help them remain active and alert as they become adults.

1. Where does the author include a problem and solution?

Problem: _____

Solution: _____

2. Where does the author compare two groups?

Group #1: _____

Group #2: _____

3. Where does the author show a cause and effect?

Cause: _____

Effect: _____

NAME: _____

DATE: _____

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 sentence.

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 a word that describes something you can picture in your mind and shows how you feel. The first sentence has been completed for you.

1. I felt joyful when my sister arrived back home.
2. While Aster moved to the music, Toni _____ on the dance floor.
3. Finn’s room looked as though it had been _____
4. Deon’s sudden appearance _____ me!
5. The skyscraper _____ in the afternoon sun.
6. Monica felt _____ because she _____ her math test.

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 or how 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 paragraph below. Then answer the questions to analyze, evaluate, and synthesize it.

Last night, as their grandmother chopped vegetables for a salad, Theresa and Leo made salad dressing. Leo carefully measured the oil and added it to a jar. Then he added a tablespoon of mustard, stirring the mustard and oil together. As Leo brought over a big bowl for the salad, Theresa grabbed the bottle of vinegar and petted her grandmother’s dog while she poured the vinegar into the jar. At the table, Leo took a big bite of salad. His eyes became very wide, and he coughed as he swallowed. Theresa’s grandmother laughed as she patted Theresa’s hand.

1. Analyze the story.

What happens in the beginning of the paragraph?

What happens in the middle of the paragraph?

What happens at the end of the paragraph?

Write one sentence describing this paragraph.

2. **Evaluate the paragraph.**

Is the paragraph interesting?

I think Theresa is _____ because _____

I think Leo is _____ because _____

NAME: _____

DATE: _____

3. **Synthesize the paragraph.**

What do I know about the ingredients of salad dressing?

What do I know about how ingredients can affect people?

When the rest of the family finds out about Theresa's mistake, 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.	When you make an inference, you put what is in the text together with what you know to figure out something that is not in the text.
Draw a conclusion.	When you make a conclusion, you make a judgment or decision from the information that is in the text and what you know.

Read these sentences:

Friday evening, 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.

Clues in the text: _____

What I already know: _____

I can infer _____

I can draw the conclusion _____

Read the sentences below. Write down your inferences and conclusions.

1. While Evan's parents carried a large tent and sleeping bags to the campground, he and his brother Darren carried flashlights and bug spray. Later, Evan's dad brought hats and gloves from their car.

Clues in the text: _____

What I already know: _____

I can infer _____

I can draw the conclusion _____

NAME: _____

DATE: _____

2. As Mrs. Rooney returned the tests to the students, Ramon sat in his desk, tapping his knee up and down. As Mrs. Rooney handed Ramon his test paper, she nodded to him. Ramon looked at his paper and smiled to himself. His knee stopped bouncing, and he let out one big breath.

Clues in the text: _____

What I already know: _____

I can infer _____

I can draw the conclusion _____

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:

Amy is learning to ride her bike in July. She practices in an empty parking lot. Every time she falls, her brother Arthur laughs at her. Amy 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 Arthur cheers.

In this story:

- The setting is a parking lot in summer.
- The characters are Amy and Arthur.
- The plot is a girl trying to learn to ride a bike.
- The conflict is that Amy keeps falling and Arthur 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 can make sea animals sick when it 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.

Tornadoes are one example of extreme weather. They occur during violent thunderstorms when warm, humid winds and cold, dry winds crash into each other. Tornadoes are columns of rapidly spinning winds that stretch from the storm's dark clouds to the ground.

They move very quickly across many miles. Some tornadoes have moved as fast as 300 miles per hour. Tornadoes happen around the world, but the United States has the most tornadoes of any country. Every year, the United States experiences about 1,000 tornadoes. Often, the high winds of tornadoes damage homes and businesses. They also destroy bridges, knock trains off their tracks, and send trucks and cars flying.

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 three 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 opinion.	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.

Walking is the best exercise. One big reason walking is the best is the time it takes to train. Unlike running or cycling, walking doesn't require any training. You can just do it! Walking is also very inexpensive. Some activities, such as running and cycling, require expensive equipment. Walking is very affordable. You just need to invest in a good pair of shoes and maybe reflective gear for walks at night. Finally, walking is a low-impact activity. This means that when you walk, your heart rate increases without putting a lot of stress on the rest of your body. Most people, regardless of their fitness, can participate in walking and benefit from it.

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 can 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:

Holidays

Animals

T.V. Shows

Famous Inventions

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: Abel 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. Liza and Eduardo didn't go to the park. It was rainy all day long.

2. Dara woke up late this morning. She missed the school bus.

Add information:

3. I enjoy spending time with pets. I volunteer at the local animal shelter.

4. Our soccer team has many talented players. Tori and Janice are great defenders.

Show how ideas are different:

5. Darius lives in a busy city. Adele lives in a quiet village.

NAME: _____

DATE: _____

6. Jasmine doesn't paint or draw. She does take photographs.

Explain the order of something:

7. I came home after school. I helped my mom make lasagna. I set the table for dinner.

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, animals, or beings 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 Mariela meets Joe, who has just moved to her town. They become friends, but then Joe argues with Mariella'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 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 Ocean. 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's 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 shorter 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 a topic. An opinion is different than a fact. A fact is a statement you can prove. An opinion is what you think about a topic. 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 a tasty vegetable 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.

Soccer is a great sport.

Water freezes at 32°F.

Austin is the capital of Texas.

2. Read this statement: Gym class should be required every day.
Circle the statement below that you think **best** justifies this opinion.

Students really like participating in activities with other students.

Students get a chance to learn new skills and sports.

Research shows regular exercise greatly improves students' health.

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 persuasive texts. This means finding the strengths and weaknesses of the argument. 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. Is there another possible view on the claim?
2. Does the reasoning make sense or make the claim seem true?
3. Does the evidence support the reasoning?
4. Is the text effective, or something I or others might agree with?

Read the text. Then answer questions to evaluate it.

In the Midwest, summer is the best time of year! When the weather becomes warmer, people can enjoy outdoor activities. Students are on a break from school during the summer months. Students have time to play sports such as baseball and swimming. Many families choose to travel and visit family members because the weather is nice. Cities and towns around the Midwest have outdoor art and music festivals.

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 of 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 or facts from 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 and what the author did not say.
4. **What can I conclude?** This is when you use clues and other information to predict what will happen next or make a judgement about what you read.

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:

According to the gym clock, there was one minute left in the game. Luis quickly passed the ball to Ryan, who was standing right under the net. In one second, the ball circled the rim of the hoop and went in! Luis, Ryan, and the other members of the team jumped and cheered on the court.

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 and can make your writing choppy. 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 made us toasted bread for 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.

In 1928, a Scottish scientist named Alexander Fleming made a huge mistake! He had gone on vacation. He had left his laboratory very messy. When he returned, he noticed that a green substance had grown. He also noticed that the green substance was killing powerful germs. He was fascinated by this situation. He let more of the mold grow. He tested its power against other germs. He discovered the mold killed lots of different germs. He also discovered it could help people who carried the germs. The mold became known as penicillin. It's saved more than 200 million lives since its accidental discovery!

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

He had gone on vacation. He had left his laboratory very messy.

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

When he returned, he noticed that a green substance had grown. He also noticed that the substance was killing powerful germs.

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

He was fascinated by this situation. He grew more of the substance. He tested it against other germs.

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

He discovered the mold killed lots of different germs. He also discovered the mold could help people who carried the germs.

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