



CD-404226

COMMON CORE

grade

6

LANGUAGE ARTS WORKOUTS

Reading, Writing, Speaking, Listening, and Language Skills Practice



- Reading Literature
- Reading Informational Text
- Writing Opinion Pieces
- Writing Informative and Explanatory Texts
- Writing Narratives
- Drawing Evidence From Texts
- Discussions
- Standard English Grammar and Usage
- Using Language
- Figurative Language



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Name: _____ Date: _____

READING LITERATURE – Between the Lines

CCSS.ELA-Literacy.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Directions: Read the passage and answer the questions that follow.

Shadows deepened on barren cliffs across the valley. Mike gazed out the window across the vacant runway. Then, exasperated, he glanced at his cell phone, grimacing and shaking his head. He was certain to miss his connection. He considered returning to the coffee shop for a sandwich, but rejected the idea.

1. What time of day is it? How can you tell? _____

2. Mike is in a building. What kind of building is it? Which details tell you this? _____

3. How does he feel? Which words and phrases tell you this? _____

4. Is this building probably in a big city or a rural area? What information in the text leads you to believe this?



Name: _____ Date: _____

READING LITERATURE – What Is the Story About?

CCSS.ELA-Literacy.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Directions: Read the passage and answer the questions that follow.

The little boat pitched and rolled on the turbulent sea. Daniel watched helplessly as his father and the other divers struggled to hold it on a steady course against the ferocious storm. He wanted to help, but every time he tried to stand, pain seared through his leg.

1. Which of the following themes best fits this passage: materialism and downfall, greed, the power of wealth, man against nature, the power of names, or the power of words?

2. Which details in the passage support the theme? _____

3. What is the setting of the passage? How does it contribute to the theme? _____

4. Who is the main character? What is his problem? How does his problem relate to the theme?

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Directions: On another sheet of paper, name a story, book, movie, or television show with a similar theme to the one in the passage above. Summarize the plot by telling how the main character solves his problems. Include the story’s most important events.

Name: _____ Date: _____

READING LITERATURE – Power Words

CCSS.ELA-Literacy.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Directions: Read the passage and answer the questions that follow.

The graveyard was as desolate as space beyond the Kuiper Belt. Ancient granite markers loomed out of early-morning ground fog like primeval mountains in one of his grandfather's ink and wash paintings on rice paper. Lo Chi shifted the heavy backpack to his opposite shoulder. Lin was not really in that dismal place. She couldn't be. Only last week, her radiant smile had been as unsullied as the peonies in the garden at The Center.

1. The narrator tells us that the graveyard is as empty as something. What? What does this comparison tell us about the narrator?

2. What does *loomed* mean in this passage? What other words could have been used? How does *loomed* contribute to the mood of the selection?

3. What are the grave markers compared to? What does this tell you about the narrator? What might a mechanic, a computer technician, or other professional have compared them to?

4. Which two words in this passage describe something that is old? Which two words mean that something is sad? Why are these words used instead of their simpler equivalents?

Name: _____ Date: _____

READING LITERATURE – Supporting Roles

CCSS.ELA-Literacy.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Directions: Read the passage and answer the questions that follow.

Jason cringed when he noticed Becca and Shawn alone together. They were standing in the shade of a eucalyptus tree on the periphery of the playground. They were definitely too close together for Jason's comfort. He didn't understand why this disturbed him so deeply. After all, he didn't like Becca that way, or did he?

1. What does the first sentence of this passage tell you about Jason and Becca? What does *cringed* mean? Why is it important in this sentence?

2. Which theme best describes this selection: vanity, first love, self-preservation, or an individual vs. society? Which sentence in the text most strongly supports the theme?

3. Which sentence tells you where this passage takes place? What does it tell you about the time and the weather?

4. Which sentence introduces the characters? Who is the point-of-view character? How do you know?

Name: _____ Date: _____

READING LITERATURE – Through Arlen’s Eyes: Developing a Point of View

CCSS.ELA-Literacy.RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

Directions: Read the passage and answer the questions that follow.

Arlen secured the thick door to his sleeping quarters, but he could still hear the two of them fighting downstairs. Their words were slurred and punctuated by fixtures crashing against the ship’s unforgiving walls. Once, the older female called out his name, but he didn’t respond. He had learned long before that interacting with either of them was pointless when they had drunk too much. If only his parents were still alive.

1. Who is the main character? _____
2. What is his problem? _____

3. How does he feel about his situation? _____

4. How would the selection be different if told from the point of view of one of the other characters?

CCSS.ELA-Literacy.RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Directions: Which is better, reading a story or watching a film? Write your answer on another paper, using specific details and examples to support your opinion.

CCSS.ELA-Literacy.RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Directions: Read the short story “The Door” by E.B. White and the poem “Jabberwocky” by Lewis Carroll. (Both are available online.) How are they similar? How are they different? Write your answer on another sheet of paper.

Name: _____ Date: _____

READING INFORMATIONAL TEXT – Just the Facts

CCSS.ELA-Literacy.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Directions: Read the passage and answer the questions that follow.

A cell is the smallest unit of life. Every human body contains thousands of them, specialized for different tasks. However, many organisms have only one cell. That simple cell eats, eliminates waste, moves, and reproduces. One clear, blob-like type of single-celled creature probably lives near you. These tiny protists, called amoebas, thrive in lakes, ponds, puddles, and creeks. You can't see amoebas with your naked eye or an ordinary magnifying glass because they are too small. That doesn't stop mussels and water fleas from depending on them as a food source.



1. What do amoebas look like? _____

2. Name four places where amoebas may be found. What do those places have in common? What place do amoebas hold in the food web?

3. What tasks does the single-celled body of an amoeba perform? _____

4. What scientific tool might you use to see an amoeba? Which phrases in the selection lead you to infer this?

Name: _____ Date: _____

READING INFORMATIONAL TEXT – How Details Add Up: Writing a Summary

CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Directions: Read the passage and answer the questions that follow.

For centuries, great European artists tried to make their paintings look real. They used linear perspective to give their pictures depth. They applied their knowledge of anatomy to make portraits more lifelike. Masters also studied light, shadow, and color. They used their observations to create illusions. These skilled painters could suggest subtle textures such as velvet, lace, silver, and glass.

1. What is the main idea of this selection? _____

2. Why did artists use linear perspective? _____

3. Why did European artists study anatomy? _____

4. Why did they study light, shadow, and color? _____

CCSS.ELA-Literacy.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

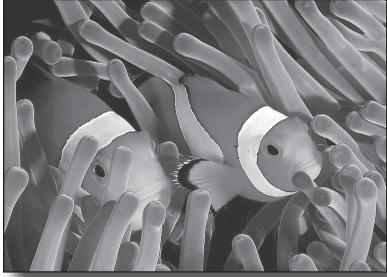
Directions: Read an article about your favorite artist, writer, or musician online or in a magazine. On your own paper, explain how the author of the article introduced the person. Then summarize the most important stories and facts the writer includes. Is the article presented in chronological order, or does it use some other text structure? Is it divided into sections? Does it include illustrations or charts? Share your observations with other members of your group.

Name: _____ Date: _____

READING INFORMATIONAL TEXT – The Clownfish and the Anemone: Using Context Clues

CCSS.ELA-Literacy.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Directions: Read the passage and answer the questions that follow.



Sometimes one organism needs another to live. This is called a symbiotic relationship. Some, called parasites, use others. For example, a clump of mistletoe extracts its food from the branch of a tree. Bacteria are small enough to live inside their host plants or animals. Mutualism is a different kind of symbiosis. The clownfish and a kind of sea anemone have this sort of arrangement. They help each other keep enemies away.

1. What does *symbiotic* mean? _____

2. What does *extracts* mean in this passage? _____

3. What are parasites? _____

4. What does *mutual* mean? How is the relationship between the clownfish and anemone different from the relationship between mistletoe and a tree or bacteria and an animal host?

Name: _____ Date: _____

READING INFORMATIONAL TEXT – One Small Step: What Each Part of a Text Contributes

CCSS.ELA-Literacy.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Directions: Read the passage and answer the questions that follow.

The year was 1969. Technology was simpler for most people. For example, there were no cell phones, personal computers, or digital cameras. In fact, many families still had black and white televisions. On the afternoon of July 20, all eyes were on Neil Armstrong. He was climbing down a ladder. The event was exciting because that ladder was a quarter of a million miles away. He was about to become the first human to set foot on the moon.

1. How does the fact that there were no cell phones, personal computers, or digital cameras describe life in 1969?

2. Why did the author add that many people still had black and white televisions?

3. How does the author describe what many people were doing on July 20, 1969?

4. What is the main idea of this selection? _____
5. Common signal terms for descriptive texts include *to illustrate*, *in addition*, *in fact*, *also*, *such as*, and *for example*. Which ones are used in this selection?

Directions: Read the transcript of the actual video transmission from Apollo 11 at <<http://www.hq.nasa.gov/alsj/a11/a11.step.html>>.

6. Which text structure best describes the way information is presented in the transcript?

a. comparison and contrast	b. sequence
c. description	d. cause and effect
e. problem and solution	



Name: _____ Date: _____

READING INFORMATIONAL TEXT – Abuzz With a Point of View: Determining the Author’s Purpose

CCSS.ELA-Literacy.RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Directions: Read the passage and answer the questions that follow.

There’s a bumblebee disaster brewing in North America. Since the late 1990s, their numbers have been declining alarmingly. Some species have almost disappeared. These insects pollinate more than a third of the foods people eat. We must act to save them before it is too late. Study the situation to find out what you can do.



1. What problem does the author discuss in this selection? _____

2. Is the author’s purpose to entertain, inform, or persuade? How does the author convey this purpose in the passage?

3. Which facts does the author include to show that the problem is important?

4. What does the author want the reader to do? _____

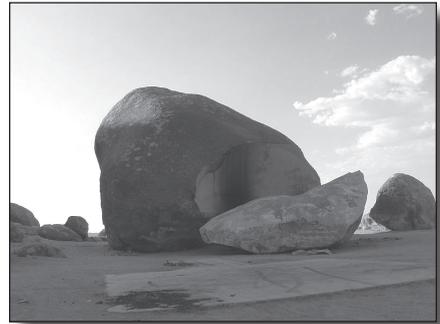
Name: _____ Date: _____

READING INFORMATIONAL TEXT – A Picture is Worth a Thousand Words

CCSS.ELA-Literacy.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Directions: Read the passage and the chart below. Then answer the questions that follow.

Giant Rock is a huge boulder. Located in the Mojave Desert, it might be the largest free-standing rock in the world. It is not surprising that this strange object is the subject of legends. Local Native Americans consider it sacred. In the 1950s, it drew thousands of believers in Unidentified Flying Objects (UFOs). In the year 2000, a piece as big as a truck broke off. Today, volunteers are working to pick up trash, remove graffiti, and protect this natural wonder from vandalism.



Giant Rock Facts

Location:	near Landers, California
Composition:	white granite
Height:	approximately 70 feet
Size at Base:	5,800 square feet (540 square meters)
Estimated weight:	more than 25,000 tons

1. What is Giant Rock and why are some people interested in it? _____

2. What information is shown in the picture that is not included in the text?

3. What information is included in the chart that is neither in the text nor the photograph?

4. How does each type of media help readers understand Giant Rock? What other types of media could add important information?

Name: _____ Date: _____

READING INFORMATIONAL TEXT – Prove It!

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Directions: Read the passage and answer the questions that follow.

Bram Stoker's *Dracula* was published on May 26, 1897. Countless vampire books and stories have been written since. Tales about creatures who sip human blood, sleep in coffins, and live forever continue to thrill people. These tales generate lines at book stores and fill movie theaters. Everyone knows there is no such thing as a real vampire. Like thrill rides at an amusement park, these stories are terrifying, but safe.

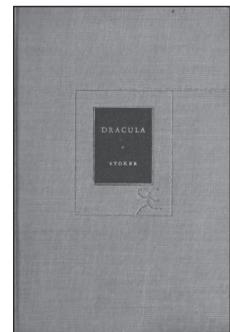
1. What point does the author make in this selection? Do you agree? Why or why not?

2. What happened on May 26, 1897? _____

3. How many vampire books have been published? Is that a fact or an opinion? Is it possible to know the exact number? Why or why not?

4. What titles and statistics could the author have included to prove vampire films fill theaters?

5. Why does the author compare vampire stories to thrill rides at an amusement park? What kind of evidence could the author have included to support that statement?



CCSS.ELA-Literacy.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Directions: Read about the life of Helen Keller at the Helen Keller International website.

<<http://www.hki.org/about-helen-keller/helen-kellers-life/>>

Then, read "Chapter 1" of *The Story of My Life* by Helen Keller at <<http://digital.library.upenn.edu/women/keller/life/life.html>>.

On another piece of paper, write a paragraph or two comparing the two works.