

Core Knowledge Language Arts

Resources for English Language Learners

Grade 6 – Teacher Guide



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Resources for

English Language Learners

GRADE 6 - Teacher Guide

Core Knowledge Language Arts®



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Introduction

The lessons and activities in **Core Knowledge Language Arts (CKLA) Resources for English Language Learners** are designed to support instruction of Core Knowledge English Language Arts and to provide materials for student practice of key English Language Development skills. The information in this resource is intended to be used in coordination with CKLA reading, writing, language, and speaking and listening activities included in the grade-level Teacher Guides and Activity Book pages.

Content was developed using the California English Language Development Standards (ELD), which align with *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*, as a guide. The stages of language proficiency—emerging, expanding, and bridging—are included in each skill lesson so that teachers can make informed decisions on appropriate student support and practice.

LANGUAGE PROFICIENCY

EMERGING Language is used for necessary communication and for beginning levels with academic vocabulary and language.

EXPANDING Language is developing in variety and sophistication, with a larger vocabulary and more complex structures.

BRIDGING Language is used in a variety of ways, including interacting with complex contexts and academic tasks.

CORE KNOWLEDGE LANGUAGE ARTS (CKLA) RESOURCES FOR ENGLISH LANGUAGE LEARNERS

Teacher Resources

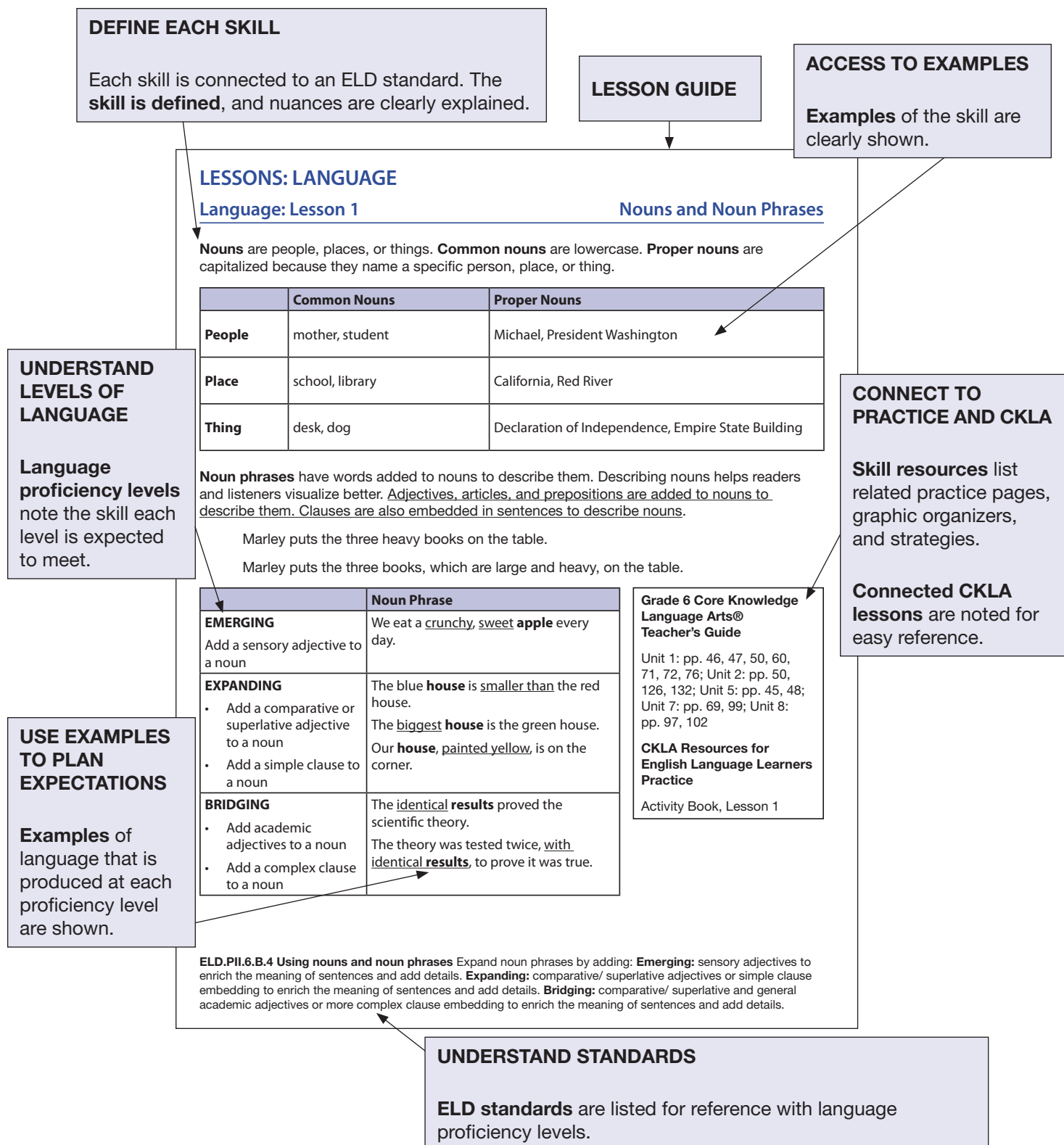
- Strategies—General and skill-specific approaches to content and skills
- Skill Lessons—Definitions, ELD standards, and language proficiency level examples
- Graphic Organizers—Simple visuals to focus on skills and organize information
- Sentence Frames—Sentence starters and frames to guide language production
- Language Transfer—Common and unique sounds in eight languages and connections to English
- Language Functions—Purposes for communication and examples

Student Resources

- Practice Pages—Activities, guides, examples, and practice included in the Activity Book
- Vocabulary Cards—Academic vocabulary with definitions, images, and examples

HOW TO USE THIS BOOK

This book is a resource and a companion to help you **plan** lessons that connect English learners with the lessons in CKLA. You can use it to preview English language development **skills** and **strategies** for teaching language, reading, writing, and speaking and listening skills. You can also use the graphic organizers, activity pages, and academic vocabulary cards to help English learners **practice**.



This book can be used in two ways:

1. Use this book as a companion to the Core Knowledge Language Arts lessons. On each Lesson Guide page, you will find the corresponding Core Knowledge lessons and the Practice page. You can use the Table of Contents to find corresponding skills and the reference boxes on each lesson page.
2. Use this book to offer English Language Learners support and guidance throughout all Language Arts lessons. You can preview the skills and identify lessons for English Language Learners to work with before the skill is taught. The Practice pages include a skill summary and can be used as a guide throughout all Language Arts lessons.

PRACTICE PAGE

NAME: _____

DATE: _____

5

ACTIVITY PAGE
Language

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:

I will go to the store in the afternoon.

2. Write a sentence about where the store is:

The store is around the corner.

REFERENCE TO SKILLS

Skill summaries at the top give students a reference to work on the practice page and to use in the future.

PRACTICE SKILLS

Skill exercises give students a chance to practice and synthesize the skill.

Sample responses are provided for teachers.

EXAMPLES

Skills include examples for teachers to use as the skill is discussed.

Graphic organizers

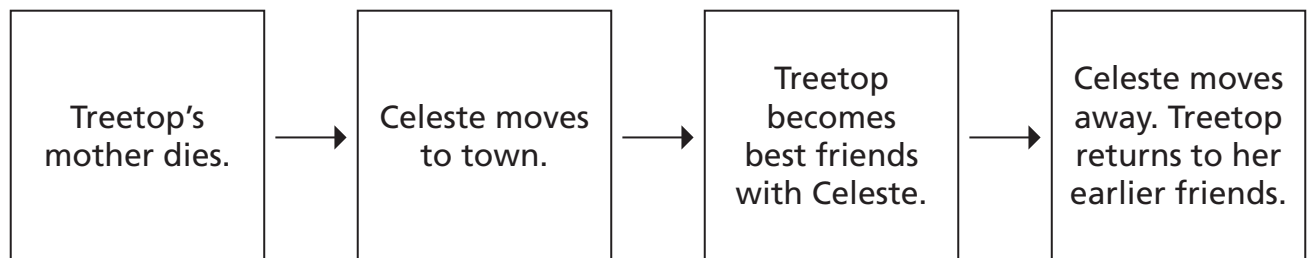
Graphic organizers for language, reading, and writing skills offer a tool for English learners to practice their understanding of each skill in a clear structure with prompts. Each graphic organizer is full page and reproducible for classroom use.

Examples of Graphic Organizers

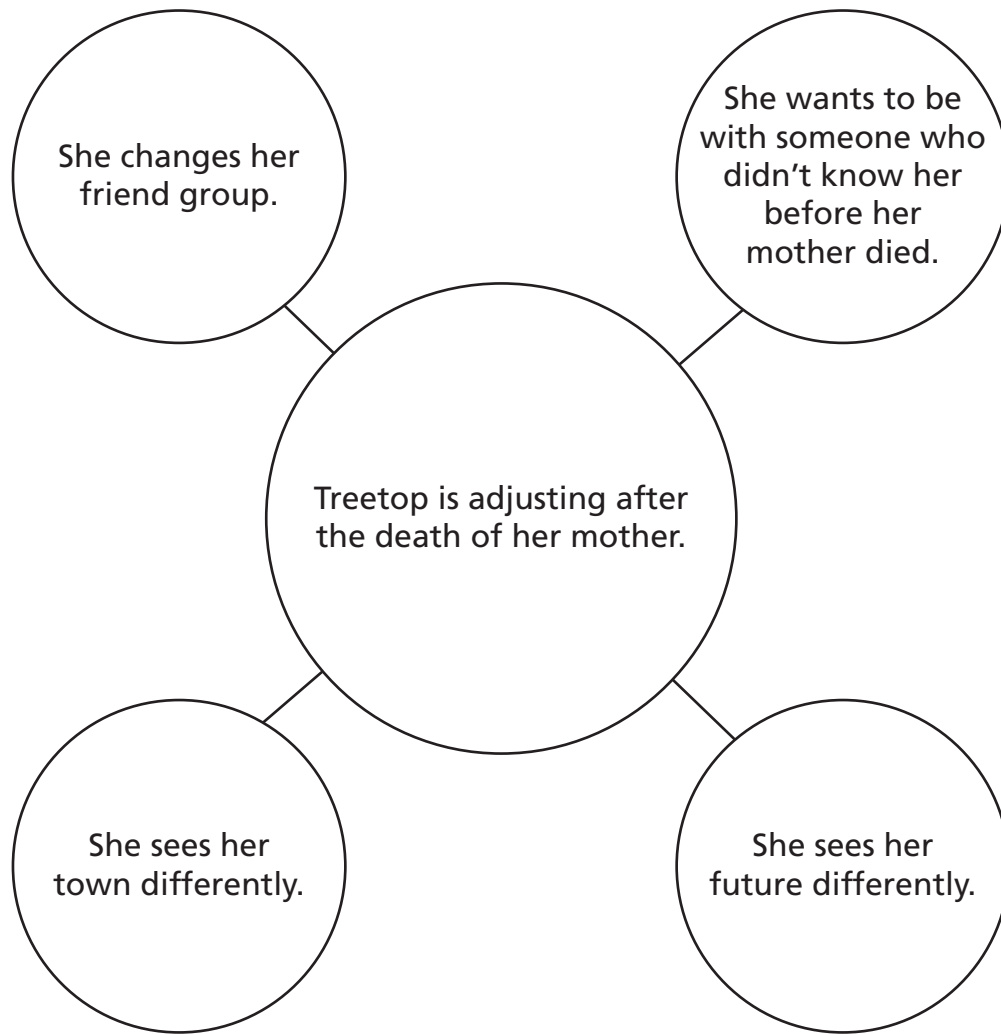
Word Map

That afternoon, I let Roli sit in front and brood all the way home as I pick the dried red paint from under my nails.		
	brood	
Merci did not like how her father reacted to the soccer players. She would not speak to him all afternoon. She is also upset by how the students treated her and her family.		I think "brood" means to act upset or depressed.

Sequence Chain



Main Idea–Details Cluster Map



Sentence Frames

Sentence frames are useful prompts to guide and give structure to student responses. They also model correct sentence structure and grammar.

The main character of the story is ____.	The new word I learned is ____.
The first thing that happens in the story is ____.	I think that ____.

Vocabulary Cards

Vocabulary cards define academic words that appear often. Each word has a definition from Core Knowledge Language Arts, images that support the meaning of the word, and example sentences with the word used in context.

VOCABULARY CARD: audience



A boy reads to his sisters. The book's **audience** is the boy's sisters.

Word and Definition

audience

noun

the reader(s) of a text

Other Words for Audience

listeners

participants

readers

When someone reads text, that reader is the **audience**.

Think about your **audience** as you write. Who will read your story, essay or poem?

An **audience** can be a friend, caregiver, or teacher.

CORE KNOWLEDGE LANGUAGE ARTS (CKLA) RESOURCES FOR ENGLISH LANGUAGE LEARNERS

STRATEGIES

Strategies for language, reading, writing, and speaking and listening give flexibility and options as you help English learners understand the skills. Ideas for more ways to illustrate and demonstrate the skills are given, as well as more general approaches that can apply to all skills.

Skill Specific Strategies

Each skill lesson and activity page lists strategies for students.

Language: Lesson 4

Verb Tense

A **verb** has a tense that shows when an action happened.

Looking at verb endings can indicate which verb tense is used.

Finding clue words in sentences that tell when something happened or tell the time can also help identify verb tense.

Verb Tense	Add an ending or word	Use time words as clues
present	walks, walking	today, now
past	walked	yesterday, a year ago
future	will walk	tomorrow, next year

Simple verb tenses include past, present, and future.

Simple Verb Tense			
TENSE	EMERGING	EXPANDING	BRIDGING
	• Use simple verb tense in simple sentences.	• Use simple verb tenses with details.	• Use simple verb tenses with complex details.
Present	I walk today.	She walks to school every day.	We walk to school every day in the morning.
Past	I walked yesterday.	She walked to school yesterday.	We walked to school last year.
Future	I will walk tomorrow.	She will walk home from school tomorrow.	We will walk home from school this afternoon.

Another consideration for simple verb tense is for literary works that rely on literary present, where actions are written using the simple present tense even though the story took place a long time ago.

General Strategies

[See the Strategies section on page 7 for strategies for Language, Vocabulary, Speaking and Listening, Reading, and Writing.]

Grouping

Grouping students with varying proficiency levels helps Bridging students practice and offers support for Expanding students. Emerging students can hear examples of language production and may feel comfortable contributing in a peer group.

Visual Supports

Use photographs, illustrations, or graphic organizers as visual support for learning words with more concrete meanings. For abstract vocabulary, images can still support a word's meaning with examples of the word used in context, such as showing a photo of someone singing and then using sentences such as *We like to sing loudly* and *We sing a song*. Gestures and actions can also be visual supports for words that show an action or position, such as walking in and out of the room for the words *enter* and *exit*.

INSTRUCTION: ROUTINES AND GUIDES

For Language, Speaking and Listening, Reading, and Writing, routines are provided to guide application of the skills. All resources are intended to be revisited as often as needed, as well as pairing lessons that relate; for example, pairing Vocabulary: Academic Language with Reading: Evaluating Word Choice can expand learning. The final step in any routine is to include the corresponding practice page and a discussion on responses. The lessons that apply to each skill are listed.

Language

Consider the following routines for ELD skills that relate to words, phrases, sentences, and building vocabulary. The skills in this resource are identified, but these routines can be used at any time and with any content.

Words

Lesson 10 Determining Meaning: Word Parts

An understanding of word patterns, roots, syllables, endings, and word origin can help with pronunciation and spelling. Knowing common roots, endings, and spelling patterns informs new words, which builds vocabulary.

Routine

- Define the word part (root, base, or prefix/suffix).
- Give examples of the word part and their meanings.
- Give examples of several words that have the same word part in common.
- Provide a few word parts, and have students say or write words with that word part.
- Explain that if students see a word with that word part, they already have help understanding the meaning of the word.

Example

- A prefix comes before a base word.
- The prefix *pre* comes before a base word and means before.
 - o prevent, prepare, predict
- What words can you make with the prefix *pre*?
 - o prefer, preview
- You know that the prefix *pre* means before. What does *preheat* mean?

Parts of Speech

Lesson 1 Nouns and Noun Phrases

Lesson 2 Pronouns

Lesson 3 Verbs, Number, and Agreement

Lesson 4 Verb Tense

Lesson 5 Prepositions

Lesson 6 Adverbs and Adjectives

Lesson 7 Phrases and Clauses

Understanding the function of words and placement of words in sentences can provide a pattern that students can rely on when using words, forming phrases, and creating sentences.

Routine

- Define the part of speech.
- Give examples of the part of speech in isolation. Keep examples simple and focused. Avoid introducing plurals and multiple-meaning words. Use common words.
- Give examples of the part of speech in a simple, short sentence, highlighting the word or phrase. Point out the most common placement of the word in the sentence. Avoid using examples that have complex subject-verb agreement and/or details that require prepositional phrases.
- Provide a list of words, and ask students to identify which words represent the part of speech for that lesson.
- Provide sentence frames with blanks in the most common placement of the part of speech.

Example

- A noun is a person, place or thing.
 - student, friend, library, school, apple, desk
- Many nouns are at the beginning of sentences.
 - A friend helps me. The library has many books. The apple is red.
- Which words are nouns?
 - teacher, dance, book, box, garden, green, car, into, mother
- The ____ is here. The ____ is very close. The ____ is mine.

Sentences

Lesson 8 Sentences

Learning simple and complex sentence structures in English will help students interact with concepts and increase communication. Understanding that sentences form complete ideas will help distinguish them from phrases. Also encourage students to use phrases to communicate verbally and in writing.

Routine

- Define the parts of a sentence (subject, predicate).
- Review independent and dependent clauses.
- Give examples of simple sentences.
- Give examples of more complex sentences.
- Define and give examples of words that connect clauses (transitions, conjunctions).
- Provide clauses, and guide students to create simple and complex sentences.

Example

- A subject is a noun (person, place, or thing) that performs the action in a sentence. The predicate describes the action (verb).
- A sentence is an independent clause. It is a complete thought. It needs a subject and a predicate. A phrase is only part of a thought. A phrase is a dependent clause.
 - Complete thought: Although I was tired after work, I went to sleep late.
 - Incomplete thought: Although I was tired after work
- Complex sentences are created using transition words and conjunctions.
 - Transition words often tell when: After, While, Until, Then, As, Since, Yesterday. They can also tell why: Because, If.
 - Remember conjunctions with the acronym FANBOYS: For, And, Nor, But, Or, Yet, So
- Let's use these independent and dependent clauses to make sentences.

Until we finish our homework	We are ready for the test.
Since it is early	We ride bikes at the park.
Farrah loves music.	She dances to her favorite songs.

Vocabulary

Lesson 9 Determining Meaning: Visual Cues, Context Clues, and Reference Materials

Lesson 10 Determining Meaning: Word Parts

Lesson 11 Everyday Language

Lesson 12 Academic Language

A key goal for learning a language is to build vocabulary. Acquiring understanding of unfamiliar words will make it easier to communicate orally, improve reading comprehension, and produce more complex writing. Students can use a variety of written and visual clues to determine meaning.

Guide Students

- In student reading, identify unfamiliar words and then clues students can use:
 - o visuals such as photos or illustrations
 - o context clues such as comparisons and contrasts
- Guide students in using print or online reference materials such as dictionaries and glossaries.
- In student reading and classroom conversation, point out everyday words and academic words, discussing concepts such as formal/informal, language used for conversation, and language used for learning.

Speaking and Listening

Lesson 13 Asking and Answering Questions

Lesson 14 Active Listening

Lesson 15 Collaborative Discussion Strategies

Lesson 16 Adapting Language for Academic and Social Interactions

Lesson 17 Persuading Others

Lesson 18 Oral Presentations

Encouraging and prompting students to respond and participate orally will help them gain confidence and move them toward meaningful interactions with skills and texts. Giving frameworks and supports is essential and encourages any response, regardless of accuracy or level.

Guide Students

- In all classroom discussions, review active listening and respectful and collaborative discussion guidelines, including accepting all responses as valid.
- Review common language for academic interactions, giving students some examples on how to phrase their responses or ideas.
- Set a purpose or goal for discussions. Students who understand the reason for a discussion can approach the conversation with more focus.
- Create small groups with students at all levels of language proficiency to ensure a flow of ideas. Remind groups to include all students in the conversation.

- For oral presentations, be sure to give students enough time to prepare for each step and check in frequently to ensure students have the supports they need. Remind students that perfect speaking (accuracy in presentations) is not the goal—sharing their ideas is the goal.

Reading

Lesson 20 Text Structures

Lesson 24 Reading Narratives

Lesson 25 Reading Informational Texts

Lesson 26 Reading Persuasive Texts

The structure, features, and purposes of written text vary, and giving students a framework for how a text works will help them make sense of concepts and inform their approach when reading. The lessons noted above are likely best revisited multiple times with students before reading.

Guide Students

- Define text structures, using the examples provided.
- Define the specific features of narratives, informational texts, or persuasive texts.
- Compare and contrast genres, such as eliciting the difference between fiction and nonfiction, fantasy and essay, or opinion and informational text.
- Discuss the purpose of each reading, and connect it to the text type.
- Provide short examples of each text structure or genre.
- After each reading, discuss students' understanding of the text structure or genre, asking them to give examples.

Lesson 19 Summarizing and Paraphrasing

Lesson 21 Evaluating Word Choice

Lesson 22 Analyzing, Evaluating, and Synthesizing

Lesson 23 Making Inferences and Drawing Conclusions

Interaction with the ideas presented in a text not only helps with overall comprehension but also helps students access meaning at a deeper level, make connections, and connect the text to themselves. The skills presented above are all important and recur when reading. Revisit these skills as often as needed to guide students to understand and engage in the readings.

Guide Students

- Review the key concepts of main ideas and details and how they connect in fiction, as well as informational and persuasive texts.
- Review the key parts of texts: characters, plot, and theme.
- Review adjectives, adverbs, and figurative language to help with meaning, tone, mood, and theme.
- Review everyday and academic language.
- Discuss the concepts of facts, evidence, and opinion, guiding students to make considered evaluations based on what they read, and not only on what they think.
- Provide think alouds for evaluating, summarizing, and drawing conclusions, ensuring that evidence from the text is included.

Writing

The writing process gives students time to record, refine, and share their ideas. It's important to ensure all students understand that each stage of the writing process is meant to focus their ideas and that the expectation is not to develop their writing as they move through the process. The goal of all writing should be to share ideas and reflections, focusing more on attempts to share than on perfect (accuracy in) writing. Encourage students to write in their home languages as needed and to use phrases and images.

Lesson 29 Writing Narratives

Lesson 30 Writing Informational Texts

Lesson 31 Justifying Opinions

Lesson 32 Writing Persuasive Texts

Lesson 33 Evaluating Arguments

Just as with reading texts, the structure, features, and purposes of writing vary. Using texts with similar structures or genres that students have read as models for their writing will help students with their approaches to writing assignments. The lessons noted above are likely best revisited multiple times with students before writing, as well as revisiting reading lessons that align.

Guide Students

- Define text structures, and explain that just as the texts students read have structures, so do the texts they write.
- Define the specific features of narratives, informational texts, or persuasive texts, and explain opinion and argument.
- Compare and contrast genres, such as eliciting the difference between fiction and nonfiction, fantasy and essay, or opinion and informational text.
- Discuss the purpose of each writing assignment or response to reading, and connect it to the text type.
- Provide short examples of each text structure or genre.
- Provide outlines for writing that address the key structures or features of the writing assignment.

Lesson 27 Shared and Interactive Writing

Lesson 28 Transitions and Connecting Ideas

Lesson 34 Responding to Reading

Lesson 35 Readable Writing

Plan writing assignments with groups of various proficiency, reminding everyone to work toward respectful and positive collaboration. Review the reason for writing, and remind students that their ideas should be based on the texts they read and not only on what they think. Encourage students to write in their home language as needed and to take notes using words and phrases and images.

Guide Students

- Review a simple writing assignment, noting each stage and its purpose from brainstorming, drafting, and revision, to the final, published form.
- Discuss the purposes for sharing ideas, such as to better understand a reading, to share information, or to respond to a text.
- Review Language lessons to ensure clear understanding of phrases, parts of speech, and sentences.
- Break writing assignments into smaller, shorter tasks that are focused and have a clear goal.

GROUPING AND INSTRUCTION

Collaborative groups that are carefully planned can help students acquire language, feel comfortable participating in class, and interact more deeply with skills and concepts. Consider the grouping strategies here, and refine groups as students increase their proficiency. The goals of all group structures are to encourage participation, allow for peer support, and interact with the skills and concepts.

Whole Group/Whole Class

This grouping is best used when teaching new concepts or skills, knowing that the purpose is to share information. In this grouping, students may not have the confidence to participate, so prompt students who have the confidence to respond while giving support to students who lack confidence and therefore need more support. If possible introduce the new concepts in whole groups, and then switch to smaller groups of varying proficiencies for practice or application to encourage more participation.

Small Group

These groups are ideal for discussions about concepts learned, opportunities to practice concepts, and brainstorming or peer reviews of texts read or writing assignments. Structure small groups with students at higher levels of proficiency with the directive to encourage all group members to participate. Provide graphic organizers and sentence frames for students to reference in discussions. Check in with groups periodically to ensure everyone feels supported and heard.

Pairs

For this grouping, ensure that team members can support each other, and the teacher can offer the group supports such as graphic organizers, sentence frames, or a shared home language. Pairs can remain partners for single lessons or throughout an entire unit. The benefit of this long-term pairing is that trust and understanding are developed. Check in with pairs often to ensure it is a positive partnership, and switch pairs if it seems one partner needs more or less support.

LESSONS: LANGUAGE

Language: Lesson 1

Nouns and Noun Phrases

Nouns are people, places, or things. **Common nouns** are lowercase. **Proper nouns** are capitalized because they name a specific person, place, or thing.

	Common Nouns	Proper Nouns
People	mother, student	Michael, President Washington
Place	school, library	California, Red River
Thing	desk, dog	Declaration of Independence, Empire State Building

Noun phrases have words added to nouns to describe them. Describing nouns helps readers and listeners visualize better. Adjectives, articles, and prepositions are added to nouns to describe them. Clauses are also embedded in sentences to describe nouns.

Marley puts the three heavy books on the table.

Marley puts the three books, which are large and heavy, on the table.

	Noun Phrase
EMERGING Add a sensory adjective to a noun	We eat a <u>crunchy, sweet</u> apple every day.
EXPANDING • Add a comparative or superlative adjective to a noun • Add a simple clause to a noun	The blue house is <u>smaller than</u> the red house. The <u>biggest</u> house is the green house. Our house , <u>painted yellow</u> , is on the corner.
BRIDGING • Add academic adjectives to a noun • Add a complex clause to a noun	The <u>identical</u> results proved the scientific theory. The theory was tested twice, <u>with identical results</u> , to prove it was true.

Grade 6 Core Knowledge Language Arts® Teacher’s Guide

Unit 1: pp. 46, 47, 50, 60, 71, 72, 76; Unit 2: pp. 50, 126, 132; Unit 5: pp. 45, 48; Unit 7: pp. 69, 99; Unit 8: pp. 97, 102

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 1

ELD.PII.6.B.4 Using nouns and noun phrases Expand noun phrases by adding: **Emerging:** sensory adjectives to enrich the meaning of sentences and add details. **Expanding:** comparative/ superlative adjectives or simple clause embedding to enrich the meaning of sentences and add details. **Bridging:** comparative/ superlative and general academic adjectives or more complex clause embedding to enrich the meaning of sentences and add details.

A **pronoun** takes the place of a noun. Pronouns are used to make language more concise so that people, things, places, and ideas do not always have to be referred to by their names.

Pronouns have various cases: subjective, objective, possessive, and reflexive/intensive.

- A subjective pronoun acts as the subject of a sentence: **He** goes to the park.
- An objective pronoun acts as the object of the action: Marla asked **them** for help.
- A possessive pronoun shows ownership: The club met at **my** house.
- A reflexive or intensive pronoun is used when the subject and object are the same:
I will have to do it **myself**.

Case	Pronouns
subjective	I, you, he, she, it, we, you, they
objective	me, you, him, her, it, us, you, them
possessive	my, your, his, her, its, our, your, their
reflexive/intensive	myself, yourself, himself, herself, ourselves, yourselves, themselves

A pronoun can also be used to refer back to a noun that came before it, or the antecedent. Synonyms for the noun can also be used, as can nominalizations (nouns created by changing a verb, adjective, or adverb). These synonyms are not pronouns, but they do replace nouns.

	Antecedents and Pronouns
EMERGING Use pronouns to refer back to nouns	<u>John</u> goes to the store. He goes to the store.
EXPANDING Use pronouns and synonyms to refer back to nouns	<u>Wilma Rudolph</u> won gold medals in the Olympics. The athlete was very ill as a child, so she worked very hard to grow stronger.
BRIDGING Use pronouns, synonyms, and nominalizations to refer back to nouns	The <u>soccer team</u> decided to move the event to Monday night. They made this decision after talking to the principal.

**Grade 6 Core Knowledge
Language Arts®
Teacher's Guide**

Unit 1: pp. 46, 47, 50, 60, 71, 82, 95; Unit 2: pp. 50, 126, 132; Unit 4: pp. 39, 45, 64, 68; Unit 5: pp. 45, 48; Unit 6: 39, 47, 108; Unit 7: 51, 57, 99; Unit 8: pp. 49, 57, 75, 78, 97, 102

**CKLA Resources for
English Language Learners
Practice**

Activity Book, Lesson 2

ELD.PII.6.B.2 Understanding cohesion Refer the reader back or forward in text by using: **Emerging:** pronouns to refer back to nouns in text. **Expanding:** pronouns or synonyms to refer back to nouns in text. **Bridging:** pronouns, synonyms, or nominalizations to refer back to nouns in text.

A **verb** describes the action in a sentence.

- Sometimes this action is something that a person can see happening:
Jay **jumps** on the trampoline.
- The action can also be something a person can hear or feel happening:
My mom **asks** me to come to the kitchen. I **wonder** what she needs.
- Verbs can also describe the action of being or having:
Kuni **was** on the bus, and they **were** in the car.

Verbs and nouns work together in a sentence. Just like a noun, a verb can be singular or plural. If a noun is singular, the verb used with it must also be singular. If a noun is plural, the verb must be plural, too.

	Verb Number and Agreement	Grade 6 Core Knowledge Language Arts® Teacher’s Guide Unit 1: pp. 46, 47, 50, 61, 72, 76, 82, 95, 101, 156; Unit 2: pp. 50, 126, 132; Unit 5: pp. 45, 48; Unit 7: p. 69; Unit 8: pp. 97, 102 CKLA Resources for English Language Learners Practice Activity Book, Lesson 3
EMERGING Use a variety of verb types	She laughs . They laugh .	
EXPANDING Use various verb types	Sara sings in the choir. Sofia and Luz sing at the talent show.	
BRIDGING Use various verb types	He writes in his notebook while the girls chat about their homework.	

Most verbs end in -s when they are used with a singular subject and drop the -s when they are used with a plural subject. However, irregular verbs are formed differently.

	Singular Noun + Singular Verb	Plural Noun + Plural Verb
Regular verbs often use -s when the subject is singular.	The dog barks loudly. The team member kicks the ball.	The dogs bark loudly. The team members kick the ball.
Irregular verbs are formed differently.	The dog is loud. The team member has a game.	The dogs are loud. The team members have a game.

ELD.PII.6.B.3 Using verbs and verb phrases **Emerging:** Use a variety of verb types. **Expanding:** Use various verb types. **Bridging:** Use various verb types.

A **verb** has a tense that shows when an action happened.

Looking at verb endings can indicate which verb tense is used.

Finding clue words in sentences that tell when something happened or tell the time can also help identify verb tense.

Verb Tense	Add an ending or word	Use time words as clues
present	walk s , walk ing	today, now
past	walk ed	yesterday, a year ago
future	will walk	tomorrow, next year

Simple verb tenses include past, present, and future.

Simple Verb Tense			
TENSE	EMERGING	EXPANDING	BRIDGING
	Use simple verb tense in simple sentences.	Use simple verb tenses with details.	Use simple verb tenses with complex details.
Present	I walk today.	She walk s to school every day.	We walk to school every day in the morning.
Past	I walk ed yesterday.	She walk ed to school yesterday.	We walk ed to school last year.
Future	I will walk tomorrow.	She will walk home from school tomorrow.	We will walk home from school this afternoon.

Another consideration for simple verb tense is for literary works that rely on literary present, where actions are written using the simple present tense even though the story took place a long time ago.

Complex verb tenses often indicate if an action is ongoing or complete. Clue words about time are helpful, as is context. Helping verbs *have*, *had*, and *will* are often used.

Complex Verb Tense			
TENSE	EMERGING	EXPANDING	BRIDGING
Perfect Future	Not applicable.	She will have walked to school every day this week.	We will have walked to school more days than any other student.
Progressive Present	I am walking today.	She is walking right now.	We are walking to school right now.
Progressive Past	I was walking yesterday.	She was walking to school when she remembered her lunch.	We were walking to school when it began to rain.
Progressive Future	I will be walking tomorrow.	She will be walking to school again tomorrow.	We will be walking to school tomorrow because our car broke down.
Perfect Present	Not applicable.	She has walked to school every day.	We have walked to school every day this year.
Perfect Past	Not applicable.	She had walked to school before she knew it was closed.	We had walked to school before we realized it was closed.
Perfect Future	Not applicable.	She will have walked to school every day this week.	We will have walked to school more days than any other student.

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Unit 1: pp. 46, 47, 50, 60, 71, 72, 76, 82, 95, 101, 156; Unit 2: pp. 50, 114, 119, 126, 132; Unit 5: pp. 45, 48; Unit 7: p. 69; Unit 8: pp. 97, 102

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 4

ELD.PII.6.B.3 Using verbs and verb phrases **Emerging:** Use simple verb tenses. **Expanding:** Use a growing number of verb tenses. **Bridging:** Use a wide variety of verb tenses.

A **preposition** is a word that explains a relationship between other words in a sentence.

- It can explain a location, or where: **on** the table.
- It can explain a time, or when: **before** school.
- It can describe how something is done: **with** a fork.
- It can describe why something is the way it is: **due** to my schedule.

Type of Preposition	Examples
Where?	at, in, on, inside, behind, under, below
When?	for, from, during, within, since
How?	but, up, down, through, by, with, along, around
Why?	for, because of, from, due to

Since a preposition gives more information about other words, it is often used with those other words. This means that prepositions are usually at the beginning of a phrase—a group of words that stand together as a unit.

- The book belongs **at** my house.
- Nimol is late **for** class.
- **Due to** my schedule, I need to work on Monday.

	Using Prepositions to Add Details
EMERGING Expand sentences with simple adverbials	I found my shirt in the laundry. After school, we have soccer practice.
EXPANDING Expand sentences with an increasing variety of adverbials	Sadie hung her coat on the hook near the door. On the first day of class, the teacher greeted me with a friendly smile.
BRIDGING Expand sentences with a variety of adverbials	Thank you for helping me with my homework on Monday. In the morning, she walks to school by herself.

Grade 6 Core Knowledge Language Arts® Teacher’s Guide

Unit 1: pp. 46, 47, 50, 60, 71, 72, 76, 82, 95, 101, 156;
Unit 2: pp. 50, 126, 132; Unit 5: pp. 45, 48; Unit 7: p. 69;
Unit 8: pp. 97, 102

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 5

Language Transfer Note: Many prepositions are used in collocations that will be unfamiliar to English learners, including idioms like *in danger of* and *agree on*.

ELD.PII.6.B.5 Modifying to add detail Expand sentences with: **Emerging:** simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process. **Expanding:** an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide detail to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process. **Bridging:** a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Adjectives describe nouns and pronouns, to indicate ideas such as what a person looks like or how many of a thing there are. They can come before or after what they are describing.

Purpose of Adjective	Examples
To modify a noun or pronoun	The pink flower is in the shiny vase. He is smart and kind .

Adverbs do the same thing for verbs. They can also describe adjectives and even other adverbs. Most adverbs are formed by adding *-ly* to the end of an adjective.

Purpose of Adverb	Examples
To modify a verb	Juan <u>runs</u> quickly .
To modify an adjective	The race is surprisingly long.
To modify another adverb	Juan <u>runs</u> extremely quickly.

There are some adverbs that do not follow the *-ly* form. However, they still do the same job. These include common adverbs like *very*, *quite*, *almost*, *always*, and *well*.

- Mackenzie screamed **very** loudly.
- You sang **well** today!
- The weather is **always** sunny.

	Using Adverb Phrases to Add Detail
EMERGING Expand sentences with simple adverbials	I nodded slowly .
EXPANDING Expand sentences with an increasing variety of adverbials	Saul is very shy on the playground.
BRIDGING Expand sentences with a variety of adverbials	When she is almost home, Akiko laughs loudly at the incredibly silly sign on her door.

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Unit 2: pp. 50, 68, 126, 132;
Unit 5: pp. 45, 48; Unit 7: p. 69; Unit 8: pp. 97, 102

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 6

Language Transfer Note: The placement and order of adjectives and adverbs varies across languages. Additionally, the word *very* has no equivalent in some languages, which may repeat an adjective instead.

ELD.PII.6.B.5 Modifying to add detail Expand sentences with: **Emerging:** simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process. **Expanding:** an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide detail to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process. **Bridging:** a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

A **phrase** is a group of words relating to each other but is not a complete sentence.

A phrase can do the following:

- Begin with a preposition: into the darkness
- Act like an adverb: She arrives in a few days.
- Redefine a noun: My pet, a black and furry cat, is hard to see at night.
- Connect ideas: Vivek is late, even though he left early.

A **clause** is a group of words with a subject and a verb directly tied to that subject. Sometimes a clause is also a complete sentence. This is called an **independent clause**.

But sometimes a clause cannot stand on its own as a sentence, even if it has a noun and a related verb. This is because of another word it contains, such as *when* or *if*. Then it is called a **dependent clause**.

- Independent clause: The dogs barked.
- Dependent clause: When the thunder rumbled, the dogs barked.

Clauses and phrases can be used to expand sentences and give more information. They can also be used to condense ideas.

	Using Phrases and Clauses to Expand Sentences	Using Phrases and Clauses to Condense Ideas
EMERGING Expand sentences and condense ideas in simple ways	I ran <u>around the track</u> . Ana was excited <u>because she got an A</u> .	She got a new puppy. It was for her birthday. → She got a new puppy <u>for her birthday</u> .
EXPANDING Expand sentences and condense ideas in an increasing variety of ways	The sweater, <u>which was too big for me</u> , became my favorite. The field trip was canceled <u>due to rain</u> .	He ran to the library. He got there before it closed. It closes at 5:00. → He ran to the library <u>to get there before it closed at 5:00</u> .
BRIDGING Expand sentences and condense ideas in a variety of ways	The sweater was my favorite <u>even though it was too big for me</u> . Pia <u>quickly learned that Aaron was not to be trusted</u> .	The girls eat lunch. Usually they bring sandwiches from home. On Fridays, they buy lunch. They eat in the cafeteria. → The girls usually bring sandwiches <u>from home, but on Fridays they buy lunch and eat in the cafeteria</u> .

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Unit 1: pp. 46, 47, 50, 60, 71, 72, 76, 82, 95, 101, 156; Unit 2: pp. 50, 68, 126, 132; Unit 3: p. 90; Unit 5: pp. 45, 48; Unit 7: p. 69; Unit 8: pp. 97, 102

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 7

ELD.PII.6.B.5 Modifying to add detail Expand sentences with: **Emerging:** simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process. **Expanding:** an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide detail to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process. **Bridging:** a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

ELD.PII.6.C.7 Condensing ideas Condense ideas in: **Emerging:** simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing, as in: This is a story about a girl. The girl changed the world. This is a story about a girl *who changed the world*.) to create precise and detailed sentences. **Expanding:** an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in: Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides, to *Organic vegetables are foods that are made without chemical fertilizers or insecticides*.) to create precise and detailed sentences. **Bridging:** a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in: They destroyed the rain forest. Lots of animals died, *The destruction of the rain forest led to the death of many animals*.) to create precise and detailed sentences.

A **sentence** must express a complete thought. To do that, it needs to include two things:

- A **subject**, or a person, place, or thing performing some kind of action
- A **predicate**, or the word or words that describe this action

Since a sentence only needs these two parts, it may be very short. This is called a **simple sentence**:

We eat. The cat sleeps.

Often, a sentence also includes other groups of words, or clauses. Sometimes a sentence is a combination of independent clauses, each of which is a sentence on its own. These clauses join ideas, usually with words like *and* or *but*. This is called a **compound sentence**:

Tia is in the math club, and Les is in the Spanish club.

A sentence can also be a combination of an independent clause and a dependent clause, or a group of words that is not a sentence on its own. These clauses make it possible to do things like express or explain a reason. This is called a **complex sentence**:

Alex stayed home on Sunday to study for Monday’s exam.

Sometimes a sentence is a combination of both multiple independent clauses and a dependent clause. These clauses can connect ideas that happen at the same time. This is called a **compound-complex sentence**:

Evan cannot play sports because he broke his leg, so he is the team manager instead.

	Connecting Ideas in Sentences	Grade 6 Core Knowledge Language Arts® Teacher’s Guide Unit 1: pp. 46, 47, 50, 60, 71, 72, 76, 82, 95, 101, 156, 36, 42; Unit 2: pp. 50, 68, 126, 132; Unit 4: p. 87; Unit 5: pp. 45, 48; Unit 7: pp. 69, 99; Unit 8: pp. 97, 102 CKLA Resources for English Language Learners Practice Activity Book, Lesson 8
EMERGING Create compound sentences using <i>and</i> , <i>but</i> , <i>so</i>	Ali likes vanilla ice cream, but his sister wants chocolate.	
EXPANDING Create compound and complex sentences	Although I love basketball, I play baseball.	
BRIDGING Create compound and complex sentences	My friends think of me as smart because I do well in school, but my good grades are the result of many hours of hard work.	

ELD.PII.6.C.6 Connecting ideas Combine clauses in: **Emerging:** a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and*, *but*, *so*). **Expanding:** an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason or to make a concession. **Bridging:** a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason, to make a concession, or to link two ideas that happen at the same time.

When someone is reading, they will sometimes see a word whose meaning they do not know. This may be because they have never seen the word previously. It may also be because they know another meaning of that word that does not make sense in the current sentence.

There are many ways to determine the meaning of an unfamiliar or multiple-meaning word, such as *stationary* in the following sentence:

The Earth is not **stationary** because it is in constant motion.

- 1. **Use visual cues, such as accompanying illustrations or photos.** For example, a reader could examine an illustration of Earth marked with arrows to show its rotation, or movement.
- 2. **Use context clues, including nearby explanations, synonyms, antonyms/contrast, inferred relationships, or how punctuation is used.** For example, *constant motion* is presented as a contrast to *stationary*.
- 3. **Use reference materials to investigate definitions and translations.** For example, an English-Spanish dictionary will translate *stationary* as *estacionario* and define the word as meaning “not moving” or “having no apparent motion.”

	Using Clues and References to Determine Meaning
EMERGING Use visual cues to determine meaning	The dog  was totally saturated after he jumped into the water  .
EXPANDING Use context clues and reference materials to determine meaning	The vote was unanimous , as everyone agreed with the law. Context clue: “everyone agreed” Translation Dictionary: <i>unanimous</i> → <i>unánime</i> ; “agreement by all”
BRIDGING Use context to determine figurative and connotative meanings	Martina seemed under the weather as she rubbed her eyes and blew her nose again. Context clue: “rubbed her eyes and blew her nose”

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CKLA Resources for English Language Learners Practice

Activity Book, Lesson 9

Graphic Organizer

Word Map

ELD.PI.6.B.6.c Reading/viewing closely Use context, reference materials, and visual cues to: **Emerging:** determine the meaning of unknown and multiple-meaning words on familiar topics. **Expanding:** determine the meaning of unknown and multiple-meaning words on familiar and new topics. **Bridging:** determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

When someone is reading, they will sometimes see a word whose meaning they do not know. Often a reader can break the word down into parts to try to determine its meaning that way. They can then use these parts with context clues to understand the word.

Many words in English have **roots**, or parts that come from other languages such as Greek or Latin. Knowing these roots can be helpful in deciphering word meaning. These roots can appear at the beginning, in the middle, or at end of a word, as in these examples:

Roots	Meaning	Example
aqua	"water"	aquamarine, aquatic
audi	"hear"	audio, audience
bio	"the study of life"	biology, biography
chrono	"time"	chronology, synchronize
geo	"earth"	geocentric, geothermal
meter	"measure"	thermometer, centimeter
mit	"to send"	permit, omit
photo	"light"	photocopy, photograph
script	"to write"	description, transcript
port	"to carry"	transportation, portable
vis	"to see"	visual, invisible, visor
hydr	"water"	hydration, dehydrate

A reader can also break a word apart by identifying its **root** (the part that can stand alone), then any **prefixes** (part before the base) and **suffixes** (part after the base). By understanding the meaning of these parts separately, it becomes easier to understand them together:

The man spoke **impolitely**.

base word = *polite* ("well behaved") prefix = *im-* ("not") suffix = *-ly* (describes how)

The man spoke in a way that was not well-behaved.

	Using Word Parts to Determine Meaning
EMERGING Use affixes and root words in familiar topics	autograph: <i>auto</i> (root for “self”) + <i>graph</i> (root for “write”) = a person’s handwriting misspell: <i>mis-</i> (prefix for “wrongly”) + <i>spell</i> = spell wrongly hopeless: <i>hope</i> + <i>-less</i> (suffix for “without”) = without hope
EXPANDING Use affixes and root words in familiar and new topics	jury found him guilty: <i>jur</i> (root for “law”) = group of people who decide a legal case found him guilty preview: <i>pre-</i> (prefix for “before”) + <i>view</i> = view before affordable: <i>afford</i> + <i>-able</i> (suffix for “can be”) = can be afforded
BRIDGING Use affixes and root words in familiar topics variety of new topics	Ancient Egyptians inscribed images on temple walls: <i>scrib</i> (root for “write”) = Ancient Egyptians wrote or carved images into template walls. foreshadow: <i>fore-</i> (prefix for “before”) + <i>shadow</i> = to cast a shadow—or indicate—before submission: <i>submit</i> + <i>-ion</i> (suffix for “act of”) = act of submitting

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CKLA Resources for English Language Learners Practice

Activity Book, Lesson 10

Graphic Organizer

Word Map

ELD.PI.6.B.6.c Reading/viewing closely Use knowledge of morphology (e.g., affixes, roots, and base words) to **Emerging:** determine the meaning of unknown and multiple-meaning words on familiar topics. **Expanding:** determine the meaning of unknown and multiple-meaning words on familiar and new topics. **Bridging:** determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Everyday language is the way people speak with friends and close family on a day-to-day basis. Everyday language is simple, clear, and friendly. Using everyday language can help people to express themselves in simple and welcoming terms.

Everyday language is typically used for situations in which most people commonly find themselves. This can include when a person needs to:

- introduce themselves
- describe themselves
- ask for the time or directions
- run errands
- request help or advice
- attend school or an event
- share their opinion
- buy items they need

Sometimes everyday words in English and another language look similar and have similar meanings. These kinds of words are called **cognates**. Examples include:

- English-Spanish cognates: hospital (*hospital*), celebration (*celebración*)
- English-Portuguese cognates: organism (*organismo*), permanent (*permanente*)

However, there are also commonly used words that look the same in English but have very different meanings in another language. For example, *exit* in English means a way out, but *éxito* in Spanish means “success.” It is important to watch out for these false cognates.

	Using Everyday Language
EMERGING Use simple phrases and <i>yes-no</i> and <i>wh-</i> questions	Hi, my name is _____. What is your name? I am looking for _____. Please call 911 for help.
EXPANDING Ask relevant questions, add relevant information, and paraphrase key ideas	I am from _____. It is south of here. Where are you from? Could you please talk slower? Where is the police station (fire station, hospital)?
BRIDGING Add relevant information and evidence, build on responses, and provide useful feedback	My address/phone number is _____. What is your address/phone number? Thank you for sharing. Could you repeat that, please? I need help because _____.

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Unit 2: pp. 26, 32, 36, 42; Unit 3: p. 128; Unit 5: pp. 94, 98; Unit 6: p. 99; Unit 8: pp. 49, 57, 65, 69

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Activity Book,
Lesson 11

ELD.PI.6.A.1 Exchanging information/ideas Use everyday language by **Emerging**: engaging in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. **Expanding**: contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. **Bridging**: contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

Academic language is different from everyday language, or the way people speak to others on a day-to-day basis. Academic language is formal language with precise terms people use in a school, office, or business setting when talking or writing about their learning. This type of language is more difficult to learn by listening and absorption—it usually needs to be taught and learned intentionally.

To do this, a person needs to gradually get to know terms with specific meanings. These words often fall into the following categories:

- **General academic terms:** Words that can be used across types of speaking and writing, such as *result* and *conclusion*
- **Domain-specific terms:** Words applied to individual academic subject areas, such as *decimal* (math) and *legislature* (government)
- **Synonyms, antonyms, and figurative language:** Words used to restate, contrast, and describe ideas to provide a reader or listener with additional meaning and explanation

	Using Academic Language	Grade 6 Core Knowledge Language Arts® Teacher’s Guide Unit 1: pp. 46, 47, 50, 60, 71, 72, 76, 82, 95, 101, 156; Unit 2: pp. 26, 32, 36, 42, 50, 73, 74, 81, 114, 119; Unit 3: p. 69; Unit 6: pp. 116, 122; Unit 7: p. 93; Unit 8: pp. 27, 34 CKLA Resources for English Language Learners Practice Activity Book, Lesson 12
EMERGING Use academic words and domain-specific language	• author: person who writes • chart: information given in the form of a table or graph • scene: part of a story or play • cell: smallest unit of an organism • fraction: part of a whole number	
EXPANDING Use academic words, domain-specific language, and synonyms and antonyms	• global: relating to a whole; synonym = whole; antonym = part • affect: make a difference to; synonym = impact, change; antonym = continue, hold • setting: time and place a story is told • plot: the events in a story • point of view: who is telling a story	
BRIDGING Use academic words, domain-specific language, synonyms and antonyms, and figurative language	• evidence: proof; The evidence was as strong as an iron fist. • demonstrate: to show; Let me demonstrate why there is no time like the present to begin making progress. • cell membrane: the outer layer of a cell • democracy: government controlled by the majority of its people	

ELD P1.6.C.12.a Selecting language resources Emerging: Use a select number of general academic words and domain-specific words to create some precision while speaking and writing. **Expanding:** Use a growing set of academic words, domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. **Bridging:** Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

A person may ask a question for a variety of reasons. They may want to exchange information or develop a better understanding of an idea. Or they may want to learn about another person or express an opinion they have.

In English, there are six basic questions that are used to gather information and solve problems:

- **Who?**
- **When?**
- **Why?**
- **What?**
- **Where?**
- **How?**

These question starters are usually followed by more words that indicate what the other person is being asked to explain, such as *Who called you on the phone?* or *How did you know where to find me?* When a person answers such a question, they need to pay attention to those other words to know how to respond, such as *Simone called me on the phone.*

	Asking and Answering Questions
EMERGING Ask and answer yes-no and <i>wh</i> - questions	<i>Who is Raymond?</i> He is my friend. <i>What are you doing?</i> I am washing dishes.
EXPANDING Ask and answer relevant questions	<i>Where is the party?</i> It is in the park. <i>When does lunch start?</i> Lunch is at 12:00.
BRIDGING Ask and answer relevant questions and build on responses	<i>Why is the bell ringing?</i> It is time to go to class. <i>How do you get homework assignments?</i> Log on to your school account.

**Grade 6 Core Knowledge
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Teacher's Guide**

Small-Group Activities

**CKLA Resources for English
Language Learners Practice**

Activity Book, Lesson 13

Graphic Organizer

5-Ws Chart

Language Transfer Note: When answering questions, the issue of politeness and conditional verbs may occur. “Polite” can be culturally specific and may require modeling. This includes differentiating between shifts in verb tense (*can/could*, *will/would*) for certain “polite” requests.

ELD.PI.6.A.1 Exchanging information/ideas Use everyday language by **Emerging:** engaging in conversational exchanges and expressing ideas on familiar topics by asking and answering yes-no and *wh*- questions and responding using simple phrases. **Expanding:** contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. **Bridging:** contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

A person listens to someone else speak for a wide variety of reasons. They may listen to learn something new, to gather information, to know which questions to ask, or to be a better participant in a conversation.

Active listening has different components.

Before listening, a person can prepare to actively listen by:

- making predictions (*I think...will happen; The cover picture shows....*)
- building/revisiting vocabulary ahead of time (*An example of ... is....*)
- preparing their body to listen (open, interested posture and eye contact)

During active listening, a person can monitor their understanding by:

- repeating information
- summarizing/paraphrasing information
- asking questions
- showing attentive body language

After active listening, a person can ask clarifying questions to check their understanding (including politely asking for clarification due to pronunciation).

	Using Active Listening Skills
EMERGING Ask and answer basic questions with prompting	Who ____? Where ____? What does ____ mean?
EXPANDING Ask and answer detailed questions with some prompting	Why did ____? What will happen ____? Is ____ an example of ____?
BRIDGING Ask and answer detailed questions with minimal prompting	If ____ happened then, why/when did ____ happen next? How is ____ like ____? What is different about ____?

Grade 6 Core Knowledge Language Arts® Teacher's Guide

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 14

Graphic Organizer

5-Ws Chart

ELD P1.6.B.5 Listening actively Demonstrate active listening in oral presentation activities by **Emerging**: asking and answering basic questions, with prompting and substantial support. **Expanding**: asking and answering detailed questions, with occasional prompting and moderate support. **Bridging**: asking and answering detailed questions, with minimal prompting and support.

Having a collaborative discussion about a text, skill, or idea requires a balanced exchange of information. One person speaks while the others listen, consider how to respond, and then do so. By taking turns and repeating this process, people can introduce new ideas—and learn new ways of expressing themselves.

The responses that people give in a collaborative discussion can have different purposes, including:

- identifying details and main ideas
- confirming understanding
- showing agreement
- soliciting opinions
- building on earlier responses
- giving feedback

	Exchanging Information in Collaborative Discussions
EMERGING Ask and answer <i>yes-no</i> and <i>wh-</i> questions (<i>who, what, where, when, why</i>), respond using simple phrases	Do you like the story? I do/do not like the story because ____. Who is the main character? The main character is ____. Where is the story set? The story is set ____. Why does the character ____ act ____? ____ acts like that because _____.
EXPANDING Take turns in discussion, ask relevant questions, affirm others, add relevant information	It is ____'s turn to talk. ____, what is your favorite part of the story? That's a good question because ____. My favorite part of the story is ____ because _____.
BRIDGING Build on responses and provide useful feedback	I agree with _____. In addition, _____. Have you thought about ____? What about ____? I enjoyed your comment about ____ because _____. The strongest part of your answer is _____. I connected with ____ because _____.

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Unit 2: p. 25; Unit 8: pp. 49, 57

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 15

Graphic Organizer

5-Ws Chart

ELD P1.6.B.5 Listening actively Demonstrate active listening in oral presentation activities by **Emerging**: asking and answering basic questions, with prompting and substantial support. **Expanding**: asking and answering detailed questions, with occasional prompting and moderate support. **Bridging**: asking and answering detailed questions, with minimal prompting and support.

People typically adjust the way they speak depending on their current situation. For academic interactions, a person uses language suitable for a school, office, or business setting. This language is more polite and formal and may focus on a single topic, including any related reasoning and evidence. Such formal language might also be used outside of school, such as with an elderly neighbor or during a conversation with a salesperson.

In social situations with people someone knows, a person uses less formal language. This may include using slang, as well as switching topics and response order. This more casual language is typically used with friends, such as when making plans. It is also used in peer feedback.

Adapting Language for Interactions	
EMERGING Adjust for social setting and audience	Academic: Good morning. I agree/I disagree with ____. May I please ____? Social: Hey, how are you? Have you seen the show ____?
EXPANDING Adjust for purpose, task, and audience	Academic: First/Next/Finally ____. This is true because ____. Someone may say ____, but ____. Social: Why do you say that? Did you see the part where ____? Definitely! Also, ____.
BRIDGING Adjust for purpose, task, and audience	Academic: The hypothesis is ____. The objective is ____. The study found that ____. Social: Have you tried ____? Wow, great idea! I also think ____. I hear what you're saying about ____, but I disagree that ____.

Grade 6 Core Knowledge Language Arts® Teacher's Guide Unit 3: p. 128; Unit 7: pp. 27, 31; Unit 8: pp. 49, 57, 65, 69 Small-Group Activities CKLA Resources for English Language Learners Practice Activity Book, Lesson 16
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Language Transfer Note: “Polite” can be culturally specific and may require modeling. This includes differentiating between shifts in verb tense (*can/could, will/would*) for certain “polite” requests.

ELD P1.6.A.4 Adapting language choices Adjust language choices **Emerging:** according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher). **Expanding:** according to purpose (e.g., explaining, persuading, entertaining), task, and audience. **Bridging:** according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

When a person persuades someone else, they try to get that person to think or do something they want or need to happen. For example, a person may try to persuade a family member to drive them to the store. A person might also try to persuade a friend to change the way they feel about someone or something.

There are different ways to persuade someone when speaking to them. A person can state their need or want, then listen to how the other person responds. They can then use what they learn from that response (such as a person's objection to a request) to build an even stronger argument for why they should get what they want.

	Using Persuasive Speech and Strategies
EMERGING Use basic learned phrases and open responses to gain and hold the floor and ask for clarification	Can you please repeat that? I think ____. I'd like to add ____. I have an idea: ____. Are you ____? For example, _____.
EXPANDING Use expanded learned phrases and open responses to provide counterarguments	I agree/disagree because ____. How do you know ____? While it's true that ____, what do you think about ____? If we look at ____ a different way, what would happen? Thank you for your perspective. What if we thought about ____?
BRIDGING Use learned phrases, open responses, and indirect reported speech in appropriate register (level of formality) to reflect on multiple perspectives	I heard ____ say ____, which is similar to what ____ said. ____'s point makes me wonder ____. I notice that my classmates ____ and ____ disagree because _____.

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Unit 1: pp. 148, 158; Unit 6: p. 113; Unit 7: pp. 35, 60

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 17

ELD.PI.6.A.3 Supporting opinions and persuading others Negotiate with or persuade others in conversation. Emerging: (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases, as well as open responses. **Expanding:** (e.g., to provide counterarguments) using an expanded set of learned phrases, as well as open responses. **Bridging:** (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech, as well as open responses.

In an oral presentation, a person speaks to an audience about a specific topic. The length of time a person speaks can vary, as can the topics discussed in the presentation. There are many reasons why a person might deliver an oral presentation, from a school project to a speech at a family gathering.

Since the audience must get all its information through the speaker, that person needs to present in an organized, interesting way. This may include:

- using visual aids (such as posters)
- including several details that connect to a main idea
- providing evidence to support these details
- speaking formally, slowly, and loudly

There are several different ways to start sentences in an oral presentation. These sentence starters can help the audience follow the progress of the ideas that the speaker is presenting.

	Delivering Oral Presentations	Grade 6 Core Knowledge Language Arts® Teacher’s Guide Unit 7: pp. 99, 102; Unit 9: pp. 49, 57 Small-Group Activities CKLA Resources for English Language Learners Practice Activity Book, Lesson 18
EMERGING Deliver brief oral presentations	Today, I’ll be talking about ____. One fact about ____ is ____. Another interesting fact is ____. This topic is important because ____.	
EXPANDING Deliver longer oral presentations, using details and evidence to support ideas	We know this because ____. For example, ____. According to the text, ____. As you can see here, ____.	
BRIDGING Deliver longer oral presentations, using reasoning, evidence, and appropriate register (level of formality)	This evidence is critical because ____. Because of this, we know ____. As a result, ____.	

ELD P1.6.C.9 Presenting Plan and deliver **Emerging**: brief oral presentations on a variety of topics and content areas. **Expanding**: longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas. **Bridging**: longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.

It is often necessary to restate key information in a text. This can be done either through speaking or writing and by summarizing or paraphrasing.

- When a person **summarizes**, they give the author’s main ideas in their own words. They do not include small details or their opinion of the text. The summary should be written or spoken in complete sentences.
- When a person **paraphrases**, they give the same information as the author but in their own words. The paraphrase includes both the main ideas and some details but not an opinion of the text. It should be written or spoken in complete sentences.

It is important that a summary or paraphrase uses original language and does not simply copy the author’s language. After summarizing or paraphrasing, a person should have a better understanding of the text—and even be able to explain it to others.

	Summarizing and Paraphrasing
EMERGING Summarize and paraphrase using complete sentences and details	“Many people work together to make video games. First, someone writes a story. Then someone illustrates it. Finally, a person programs the story.” Summary: <i>Main idea:</i> Many people work together to make video games. Paraphrase: <i>Main idea:</i> Lots of people work on video games; <i>Detail:</i> They must be written, illustrated, and programmed.
EXPANDING Summarize and paraphrase concisely using complete sentences and details	“The wheel was an important invention for humans. It helped them travel and move things. Wheels were created when someone cut slices from a log and connected them with a rod. Wheels got faster and lighter through the years.” Summary: <i>Main idea:</i> The invention of the wheel helped humans; <i>Supporting detail:</i> Wheels were improved over time. Paraphrase: <i>Main idea:</i> The invention of the wheel helped humans travel and move things; <i>Supporting detail 1:</i> The first wheel was made of connected log slices; <i>Supporting detail 2:</i> Over time, wheels became lighter and faster.
BRIDGING Summarize and paraphrase clearly and coherently using complete sentences and details	“Alexander Hamilton was an important founding father of the United States. Hamilton fought in the Revolutionary War and then became the Secretary of the Treasury. His ideas helped shape U.S. economic policies.” Summary: Alexander Hamilton helped shape the economy of the United States. Paraphrase: Alexander Hamilton was an important early U.S. leader. Hamilton helped shape the nation’s economy.

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Unit 1: pp. 75, 141, 153; Unit 2: pp. 25, 68; Unit 3: pp. 84, 96; Unit 6: pp. 55, 70, 116; Unit 7: pp. 26, 64

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Activity Book, Lesson 19

ELD P1.6.C.10.b Write Emerging: brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **Expanding:** increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **Bridging:** clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

ELD P1.6.A.1 Exchanging information/ideas Expanding: Paraphrase key ideas. **Bridging:** Paraphrase key ideas.

When a new building is constructed, the people who design and build it do so in such a way that it is safe and sturdy. In a text, there is also a structure, or pattern of organization. This structure is how the author makes sure that the relationship between ideas in the text is strong—and that they make sense to the reader.

There are three text structures commonly used to connect ideas.

Text Structure	Purpose	Commonly Used Words
Problem and solution	The text identifies a problem and then some solutions.	So that, As a result, In addition, Therefore, Since, Because
Compare and contrast	The text identifies how two or more things are similar or different.	Also, As well as, Both, Similarly, But, However, Although, On the other hand, Even though, While
Cause and effect	The text explains why something happened.	Since...then, If...then, Because of, Based on, Caused by, So that, As a result, For this reason

When examining text structure, it can be helpful for a reader to underline the signal words and each problem, solution, comparison, contrast, cause, or effect that they see.

	Examining Text Structures	Grade 6 Core Knowledge Language Arts® Teacher's Guide
EMERGING Explain ideas and text relationships with substantial support	The <u>dog ran</u> through the hallway and <u>knocked over the vase</u> . Cause: dog running Effect: fallen vase	Unit 1: p. 114; Unit 2: pp. 25, 36, 68, 86, 100; Unit 3: p. 96; Unit 6: p.116; Unit 7: pp. 75, 81
EXPANDING Explain ideas and text relationships with moderate support	<u>Both</u> dogs and cats are <u>good pets</u> , <u>but</u> dogs are <u>friendlier</u> . Similar: good pets Different: level of friendliness	CKLA Resources for English Language Learners Practice Activity Book, Lesson 20
BRIDGING Explain ideas and text relationships with light support	Grandpa <u>needs to exercise</u> for his health, <u>but he doesn't want to</u> . <u>So</u> , my family <u>bought him a dog that needs to be walked</u> . Problem: needs exercise but won't do it Solution: pet	Graphic Organizer Venn Diagram Cause-and-Effect Chart Problem-and-Solution Chart

ELD P1.6.B.6 Reading/viewing closely Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

An author makes word choices carefully when writing. The words they use can affect the way the reader feels about a character, an idea, and the general mood (or feeling) of what they are reading. Using one word instead of another word with a similar meaning can change the mood immediately.

Here is one example of how word choice can affect reading:

My neighbor is cheap.

My neighbor is good at saving money.

In the sentence, *cheap* has a negative feeling, but *good at saving money* has a more positive feeling. In a story, this one word choice may influence how the reader feels about the character of the neighbor.

Sometimes authors use phrases and additional details to further develop the mood or atmosphere of a text. For example:

The room was depressed and gloomy.

The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry.

The second sentence tells the reader a lot more about what the room smells, feels, and looks like. It explains why the room was depressed and gloomy without using only those words.

	Evaluating Word Choice
EMERGING Explain how common words produce effects	"Jillian sat on the bench to wait for the bus. She looked sad." Jillian is ____ing. She is on a ____. She looks ____. The text makes me feel ____ because _____.
EXPANDING Explain how phrasing and different words with similar meanings produce different effects	"Jillian slumped on the bench as she waited for her bus. Her eyes were wet." Jillian is ____ and ____ as she waits on the bench for her bus. The text makes me feel ____ because _____.
BRIDGING Explain how phrasing and figurative language produce shades of meaning and nuances	"Jillian slumped on the bench and stared miserably at her hands while she waited for the bus. Her eyes were filled with sadness." The words ____, ____, and ____ all help the reader understand that Jillian is _____.

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Unit 1: pp. 71, 72, 76, 82, 95, 101, 115, 127, 156; Unit 5: p. 74; Unit 6: pp. 84, 91; Unit 8: pp. 27, 34, 37, 74

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 21

ELD P1.6.B.8 Analyzing language choices Explain how **Emerging**: phrasing or different common words with similar meaning produce different effects on the audience. **Expanding**: phrasing, different words with similar meaning, or figurative language produce shades of meaning and different effects on the audience. **Bridging**: phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

After someone reads a text, there are certain strategies they can use to check their understanding of the information the author is presenting. Performing these “checks” can help a reader understand the text better. It can also make it easier to make connections across texts using prior knowledge.

- **Analyzing** is thinking about the different parts of a text and how they fit together to make a whole.
- **Evaluating** is reacting to a text, such as how convincing or informative it is.
- **Synthesizing** is combining the information in a text with other information about the same topic.

Analyzing, Evaluating, and Synthesizing	
Sample text: The Wright brothers were two of the most important inventors in U.S. history. They learned about machines and inventions by building bicycles. They worked in a shop based in Ohio. They experimented with flying machines there. In 1903, they designed and built a motorized airplane. It was able to fly for several seconds. This invention changed the future of flight and engineering. It led to even more new discoveries.	
EMERGING Explain ideas and text relationships with substantial support	Analyze: Three things helped the Wright brothers become great inventors: ____, ____, and _____. These things made it possible for _____. Evaluate: I agree/disagree that the Wright brothers were two of the most important inventors in U.S. history because _____. Synthesize: Something else that I know about airplanes is _____. Based on the two sources of information, I know that airplanes _____.
EXPANDING Explain ideas and text relationships with moderate support	Analyze: ____ things helped the Wright brothers become great inventors: ____, ____, and _____. They were able to _____. Evaluate: I agree/disagree that the Wright brothers were ____ because _____. Synthesize: Something else that I know about airplanes is ____ and _____. By combining this information with the new information, I know that airplanes _____.
BRIDGING Explain ideas and text relationships with light support	Analyze: What three things helped the Wright brothers become great inventors? Evaluate: Do you agree or disagree that the Wright brothers were two of the most important inventors in U.S. history? Why? Synthesize: What other information do you know about airplanes? By combining this information with the passage, what do you know about airplanes?

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Unit 1: p. 101; Unit 2: pp. 36, 114, 122; Unit 3: pp. 52, 84, 96; Unit 4: p. 99; Unit 5: pp. 34, 112; Unit 6: pp. 32, 108

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 22

ELD P1.6.B.6 Reading/viewing closely Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

When reading, it is sometimes necessary to identify gaps in the information the author has provided. To do this, a reader can do two things:

1. **Make an inference.** This means collecting “clues” from the text and then combining them with prior knowledge to fill in the gaps.
2. **Draw a conclusion.** This means predicting what will happen next in a text or a series of information. It requires using clues in the text and prior knowledge to come up with a reasonable answer to “What will happen next?”

Making Inferences and Drawing Conclusions	
Sample text: The small boy sat in his chair at the dining room table. He poked his dinner with his fork. He moved each vegetable across the plate slowly. But he did not lift them to his mouth. Then he laid his head on the table as he sighed loudly.	
EMERGING Express inferences and draw conclusions using frequently used verbs	Clues in the text: The boy pokes his dinner. He sighs. What I already know: When I don't eat, it's because ____. Inference: Based on this, the boy seems sad or tired. Conclusion: Next, the boy will _____.
EXPANDING Express inferences and draw conclusions using a variety of verbs	Clues in the text: The boy pokes his dinner. He doesn't eat anything. He sighs. What I already know: When I play with my food, it's because ____. Inference: The boy sighs. This shows that ____. Conclusion: The boy's actions will probably lead to _____.
BRIDGING Express inferences and draw conclusions using precise academic verbs	Clues in the text: The boy pokes his dinner. He does not eat. He sighs loudly. What I already know: When I perform these actions, ____. Inference: The boy's behavior indicates that ____. Conclusion: Next, the boy will likely _____.

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Unit 1: pp. 50, 65, 101;
Unit 4: p. 131; Unit 5: pp. 53, 93

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 23

ELD P1.6.B.6.b Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia **Emerging:** using some frequently used verbs (e.g., *shows that, based on*). **Expanding:** using a variety of verbs (e.g., *suggests that, leads to*). **Bridging:** using a variety of precise academic verbs (e.g., *indicates that, influences*).

A **narrative** is a text that tells a story. Its purpose is to entertain the reader. This makes it different than an informational text, which teaches the reader about a topic. A narrative is also different than a persuasive text, whose purpose is to convince the reader of an idea.

Almost all narratives include the same five elements, or parts:

- **Setting:** where and when the story happens
- **Characters:** the people, animals, or other beings in the story
- **Plot:** the events that take place in the story in the beginning, middle, and end
- **Conflict:** the main problem(s) in the story
- **Theme:** the message or lesson running throughout the story

As a reader, it is important to identify each of the five elements and connect them to one another. This develops a better understanding of the narrative as a whole.

Reading Narratives	
Sample text: <i>Cinderella</i> (most versions will apply below)	
EMERGING Identify text relationships with substantial support	Setting: The two settings are the ____ and a ____. (Choices: stepmother's home, ball, father's home, birthday party) Characters: The main characters include ____. (Choices: Cinderella, stepsisters, stepmother, fairy godmother, prince, frog, horse) Plot Events: At the beginning of the story, Cinderella _____. Her stepmother and stepsisters _____. To go to the ball, Cinderella _____. Then she goes to the ball and _____. After the ball, _____. Conflict: Cinderella is/is not allowed to go to a ball. Theme: Kindness is punished/rewarded.
EXPANDING Identify text relationships with moderate support	Setting: The story takes place ____. Characters: The characters are ____. Plot Events: At the beginning of the story, Cinderella ____ when her stepsisters and stepmother _____. Soon she ____ and gets help from _____. At the ball, she _____. At the end, we learn that _____. Conflict: Cinderella wants to go ____ but does not have ____ to attend. Theme: Kindness is _____.
BRIDGING Identify text relationships with light support	Setting: Where does the story take place? Characters: Who are the main characters in the story? Plot Events: What are the events that make up the plot in the story? Conflict: What is the main problem in the story? Theme: What do the characters learn by the end of the story?

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Unit 1: pp. 37, 39, 101, 114, 141, 153; Unit 2: pp. 25, 36, 68; Unit 3: pp. 22, 23; Unit 4: pp. 99, 131; Unit 5: pp. 25, 34, 53, 104, 112; Unit 6: pp. 27, 83, 99, 108; Unit 8: p. 97

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Activity Book, Lesson 24

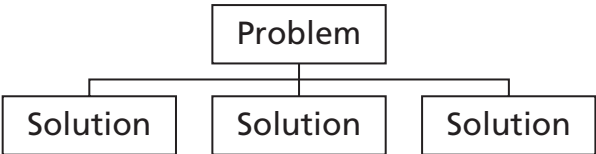
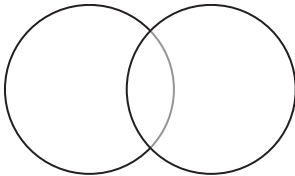
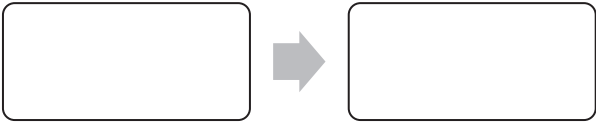
Graphic Organizer

Character-Setting-Plot Diagram

ELD P1.6.B.6 Reading/viewing closely Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

The purpose of an **informational text** is to teach the reader about a topic, using facts and details. This makes it different than a narrative, which tells a story. An informational text is also different than a persuasive text, whose purpose is to convince the reader of an idea.

Informational texts usually have a central idea, such as how weather systems form or the history of a national holiday. Informational texts often present the central idea using one of three text structures. These can be tracked by readers using a graphic organizer.

Text Structure	Purpose	Useful Graphic Organizer
Problem and solution	The text identifies a problem and then some solutions.	
Compare and contrast	The text identifies how two or more things are similar or different.	
Cause and effect	The text explains why something happened.	

Reading Informational Texts: Cause and Effect

Sample text: Healthy foods are important for the body. When people eat healthy foods, all of the body's functions improve. For example, drinking water helps the body stay **hydrated**. It also keeps energy levels high. Eating fruits and vegetables allows body systems to **absorb** vitamins and other nutrients.

hydrated: has enough water

absorb: to take in

EMERGING Identify text relationships with substantial support	Central idea: Health Causes and effects: Drinking water → body stays hydrated Healthy foods → body works better
EXPANDING Identify text relationships with moderate support	Central idea: Ways to keep the body healthy Causes and effects: When foods with ____ are eaten, all of the functions of the body will ____. Drinking water can help the body _____.
BRIDGING Identify text relationships with light support	Central idea: How the body's intake of nutrients affects energy and lifestyle Causes and effects: A healthy diet _____. For example, _____. Also, _____.

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Unit 2: pp. 25, 36, 49, 68, 86, 100, 125; Unit 3: pp. 23, 34, 42, 96; Unit 6: p. 95

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 25

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solution Chart

ELD P1.6.B.6 Reading/viewing closely Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

The purpose of a persuasive text—also called an argument—is to convince the reader to do or think something. This makes it different than a narrative, which tells a story. A persuasive text is also different than an informational text, which teaches the reader about a topic.

Almost all persuasive texts include the same four elements, or parts.

Element	What It Is	Example
Claim	The viewpoint of the author	Students should be able to sit wherever they want in a classroom.
Reasons	Why the reader should believe the viewpoint	Being comfortable while learning is important to success.
Evidence	Why the reasons are true	Studies show that physical comfort has a positive effect on productivity and creativity.
Call to action	What the reader should do	Students should ask school staff to consider giving them more freedom in seating choices.

Just like informational texts, persuasive texts often include certain text structures. Arguments can be organized in one or all of the following ways:

- **Problem and solution:** The text identifies a problem and then some solutions.
- **Compare and contrast:** The text identifies how two or more things are similar or different.
- **Cause and effect:** The text explains why something happened.

Reading Persuasive Texts	
Sample text: If you're thinking of getting a pet, get a dog. They are friendlier than cats. Dogs are called "man's best friend." They help you stay healthy and get exercise because they have to go for walks several times a day. Training them is very rewarding. Both you and your dog will be happy the day your dog learns the command "Sit!"	
EMERGING Identify text relationships (e.g., compare/contrast) with substantial support	Claim: Dogs are the best pets. Reason 1: Dogs are friendlier than cats. Compare and contrast: Dogs and cats
EXPANDING Identify text relationships (e.g., cause/effect) with moderate support	Claim: Dogs are the best pets. Reason 2: Training them is very rewarding. Cause/effect: Train a dog/Feel rewarded
BRIDGING Identify text relationships (e.g., problem/solution) with light support	Claim: Dogs are the best pets. Reason 3: They help you stay healthy and get exercise. Problem/solution: The need to stay healthy/Exercise by walking your dog

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Unit 2: p. 114; Unit 3: pp. 23, 96; Unit 7: pp. 35, 50

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 26

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solution Chart

ELD P1.6.B.6 Reading/viewing closely Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

Writing with a partner is different than writing independently. Both writers need to agree on the different parts of the writing process, such as what the central idea will be and how it should be supported in various ways.

Shared, interactive writing can help each writer think about new ideas. It can also introduce entirely unfamiliar points of view on a topic.

Partner writing can be done on paper or by using technology such as computers and tablets. Before actual writing begins, partners should agree on who will write what and in which order. This planning might be done using English and/or native languages. It may also strategically use images and sentence starters, such as:

- One idea I have is ____.
- I like your idea about _____. Can you explain more?
- One reason we could give is _____.
- We could put our ideas in this order: _____, _____, and _____.

	Writing Interactively	Grade 6 Core Knowledge Language Arts® Teacher's Guide Unit 1: pp. 62, 72, 95, 110, 123, 136, 148, 158; Unit 2: p. 70; Unit 3: p. 66; Unit 5: p. 109; Unit 6: pp. 95, 104, 113 CKLA Resources for English Language Learners Practice Activity Book, Lesson 27 Graphic Organizer Sequence Chain Main Idea–Details Cluster Map
EMERGING Engage in short written exchanges with peers	Set a purpose. Brainstorm. Choose idea. Write phrases taking turns.	
EXPANDING Engage in longer written exchanges with peers	Set a purpose. Brainstorm. Choose idea. Write sentences taking turns.	
BRIDGING Exchange in extended written exchanges with peers	Set a purpose. Brainstorm. Choose idea. Write paragraphs taking turns.	

ELD.PI.6.A.2 Interacting via written English Engage in **Emerging**: short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. **Expanding**: longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. **Bridging**: extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

A writer is responsible for explaining to a reader how the ideas, events, and reasons in a text are connected to each other. To do this, a writer often uses transition words. These words can perform a lot of jobs, including connecting ideas, showing the order that things happen, or leading the reader from one idea to a new one.

Often, transition words are simple linking terms, such as *and*, *or*, *but*, *while*, and *yet*.

We were supposed to go to the beach. It rained all day.

We were supposed to go to the beach, but it rained all day.

Other common transition words fall into the following categories.

Type of Transition	Words Often Used to Make This Transition
Show cause and effect	because, due to, as a result, since
Give an example or add information	for example, in the first place, specifically
Show contrast or similarity	but, however, on the other hand, although also, similarly, in addition
Indicate order or time	first, next, last, at the beginning, eventually
Conclude	therefore, in summary, consequently

	Using Transitions to Connect Ideas
EMERGING Link ideas, events, and reasons using a set of everyday words and phrases	Show cause and effect: We can't play outside because it is too hot. Add information: For example , the heat index is 102 degrees. Contrast: Today is hot, but tomorrow will be cooler. Indicate order: First , check the weather. Conclude: Therefore , it's important to know what the weather is like.
EXPANDING Link ideas, events, and reasons using a variety of words and phrases	Show cause and effect: Due to rising oil prices, gas is more expensive. Add information: In the first place , gas is 50 cents more expensive than this time last year. Contrast: However , experts say this will soon change. Indicate order: At the beginning , prices were bad, but soon they may get better. Conclude: Consequently , it would be smart to carpool as much as possible.
BRIDGING Link ideas, events, and reasons using academic words and phrases	Show cause and effect: As a result of pollution, acid rain is common. Add information: Specifically , humans burning fossil fuels leads to acid rain. Contrast: On the other hand , acid rain has decreased due to controls on pollution. Indicate order: The hope is that eventually acid rain will not be a concern. Conclude: Overall , acid rain is less of a concern than it used to be.

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Unit 1: p. 95; Unit 2: pp. 45, 109; Unit 3: pp. 66, 91; Unit 4: p. 117; Unit 5: p. 109; Unit 6: pp. 50, 66, 95

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 28

ELD PII.6.A.2.b Emerging: Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts. **Expanding:** Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result, on the other hand*) to comprehending texts and writing texts with increasing cohesion. **Bridging:** Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.

A **narrative** is writing that tells a story in some kind of order. It can be a sequential fictional story or a nonfiction text based on fact, such as a biography. Narratives include:

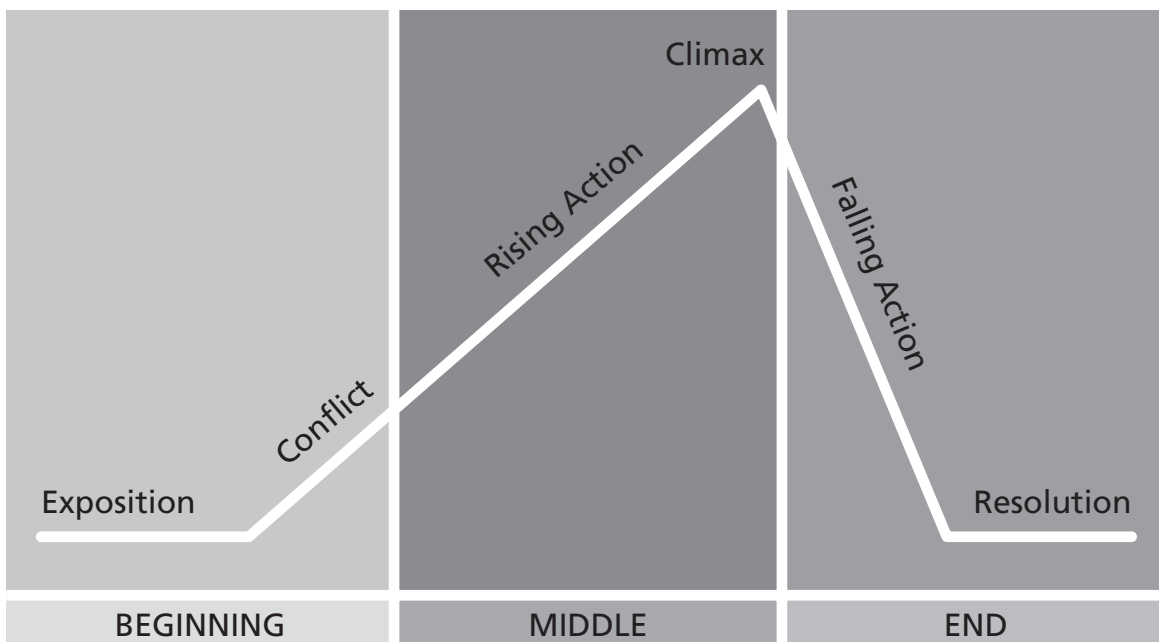
- **Setting:** where and when the events happen
- **Characters:** the people (real or fictional), animals, or beings involved
- **Plot:** the events that take place in the beginning, middle, and end

If a narrative is fiction, it may also include:

- **Dialogue:** conversation among characters (dialogue between people may also appear in a nonfiction narrative)
- **Sensory language:** words or phrases that appeal to a reader's sense of sight, smell, sound, touch, and taste
- **Conflict:** the main problem(s) in the story
- **Theme:** the message or lesson running throughout the story

The plot guides a narrative. A plot begins with an introduction or setup of information, called the **exposition**. Then the conflict is introduced as **rising action** in the narrative gradually. The action in the story peaks at the **climax**, or the major moment in the conflict (such as a scary encounter or exciting meeting). After that, the plot gradually slows down through **falling action** until it reaches its **resolution**, or conclusion.

All of these stages are illustrated in the plot diagram below. Many times, a writer signals the change between one stage and the next with signal keywords, such as *first*, *next*, *suddenly*, *then*, and *finally*.



Different types of **narratives** include literary texts, which are stories with plot events. If a story is a literary text, it includes details and descriptions.

	Writing Narratives
EMERGING Write short literary texts	Include: • Point of view • Characters • Setting • Plot (conflict, resolution)
EXPANDING Write longer literary texts	Include: • Point of view • Characters (relationships, motivations) • Setting • Theme • Plot (conflict, dialogue, resolution)
BRIDGING Write longer and more detailed literary texts	Include: • Point of view • Characters (relationships, motivations) • Setting • Theme • Plot (conflict, dialogue, sensory details, resolution)

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Unit 1: pp. 62, 72, 84, 95, 110, 123, 136, 148, 158;
 Unit 3: pp. 66, 123; Unit 4: p. 82; Unit 6: p. 66

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 29

Graphic Organizer

Story Map

Character-Setting-Plot Diagram

ELD P1.6.C.10 Write Emerging: Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. **Expanding:** Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. **Bridging:** Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

An informational text is writing that provides information.

Informational writing includes nonfiction types of writing.

- news articles and encyclopedia entries, which tell facts
- pieces of writing that explain information about a topic, such as a research paper written for school
- pieces of writing that explain information about a topic, such as a report written for work

Informational texts are usually written following one or some of the structures below.

Structure Type	How It Works	Example
Description	Writer describes something so that a picture forms in the reader's mind.	Encyclopedia article about a person or place
Compare and contrast	Writer explains how two or more things are alike and different.	Flyer about political candidates
Cause and effect	Writer explains how one thing leads/led to another.	News article
Problem and solution	Writer defines a problem and describes or suggests a solution.	Advertisement
Sequence	Writer describes events in order.	How-to article

	Writing Informational Texts
EMERGING Write short informational texts	Description: Describe something. A description of this ____ is ____. Compare and contrast: Show how things are alike and different. This invention is like ____ because _____. It is different from ____ because _____. Cause and effect: Show how one thing leads to another. This turned out this way because _____. Problem and solution: State a problem and its solution. You might have a problem if _____. If so, you can solve it by _____. Sequence: List events in order. First, _____. Next, _____. Then, _____. Finally, _____.
EXPANDING Write longer informational texts	Description: Form a picture in the reader's mind. Compare and contrast: Describe how things are alike and different. Cause and effect: Describe how one or more things lead to another. Problem and solution: Describe a problem and its solution. Sequence: Describe events in order.
BRIDGING Write longer and more detailed informational texts	Description: Use sensory details to form a picture in reader's mind. Compare and contrast: Explain how things are alike and different. Cause and effect: Explain how one or more things lead to several things. Problem and solution: Explain a problem and its solution in detail. Sequence: Explain events in order.

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Unit 1: pp. 84, 95, 110, 123; Unit 2: pp. 59, 70, 82, 95, 109, 122; Unit 3: pp. 66, 76, 103, 114, 123; Unit 5: p. 109; Unit 6: pp. 66, 95

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 30

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solution Chart

ELD P1.6.C.10 Write Emerging: Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. **Expanding:** Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. **Bridging:** Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

To write an argument, or persuasive text, it is important to first know how to frame and present an opinion. When someone writes a text based on their opinion, they are trying to convince the reader to think or do something. An opinion is different than a fact, which is a statement that can be proven.

Opinion: Playing basketball is more fun than running.

Fact: Running is a form of aerobic exercise.

Since a writer cannot prove their opinion, they need to justify it in the text. This means presenting enough reasons to satisfy the reader that the opinion is correct. It also means anticipating what the reader will want to know and telling them.

State an Opinion	Anticipate Reader's Questions	Justify Opinion
I think/don't think ____ because ____.	Why do I think that?	For example, ____.
I agree/don't agree with ____ because ____.	What examples can I offer?	To illustrate this idea, ____.
In my opinion, ____.	Can I show that it is true?	One example is ____.
	Can I explain in more detail?	

	Justifying Opinions
EMERGING Write short texts	Base Opinion: I think Rome is the best city in Italy. Explaining Opinion: I think Rome is the best city in Italy because it's the only city with another city inside of it. Justifying Opinion: This is true because Vatican City is inside of Rome.
EXPANDING Write longer texts	Opinion: I think that 16-year-olds should be allowed to vote but only if they are responsible citizens. Justifying Opinion: This is true because 16-year-olds are old enough to work and so they should be able to vote.
BRIDGING Write longer and more detailed texts	Opinion: The Industrial Revolution made life worse for everyday citizens. Justifying Opinion: I understand that the Industrial Revolution increased global wealth, but it also led to poor working conditions and low wages for everyday citizens. Additional Evidence: This is backed up by claims that workers were forced to work 12–16-hour days, often in dangerous situations. They also didn't make enough money to live on.

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Unit 1: pp. 84, 95, 123, 136, 148, 158;
Unit 2: p. 114; Unit 5: p. 70; Unit 6: p. 104;
Unit 7: pp. 44, 71;
Unit 8: p. 44

CKLA Resources for English Language Learners Practice

Activity Book,
Lesson 31

ELD P1.6.C.10 Write Emerging: Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. **Expanding:** Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. **Bridging:** Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

When a person writes an argument, or persuasive text, they try to convince the reader of their point of view. Since an argument is based on opinion and not fact, it cannot be proven or verified. It is a debatable statement—such as “Elephants are the animals most in need of protection”—that needs to be justified for the reader.

A written argument has three parts: a claim, reasoning, and evidence.

Argument Part	Purpose	Includes
Claim	States the writer’s viewpoint and opinion on an issue	Statement that something is better or worse/true or not true
Reasoning	Provides the reader with an explanation of the claim	A comparison or contrast, a problem and solution, a cause and its effects
Evidence	Supports the reasoning with specific information and/or examples	Quotations, paraphrases, statistics, interviews, anecdotes

There are many reasons a person may argue in a persuasive text. For example, political speeches, college application essays, and advertising flyers are examples of common written arguments.

	Writing Persuasive Texts
EMERGING Justify opinions by providing some textual evidence or background knowledge	Claim: English is the best class. Comparison/contrast reasoning: In contrast to math class, English class does not focus on right answers. Evidence: My English teacher says, “Everyone can be right as long as you can support your answers.”
EXPANDING Justify opinions by providing relevant textual evidence or background knowledge	Claim: English is the most useful class. Cause/effect reasoning: English class is useful because I use the skills in many different classes. Evidence: My English teacher makes connections between reading and writing and history, science, and math.
BRIDGING Justify opinions by providing detailed and relevant textual evidence or background knowledge	Claim: English is the most useful and most enjoyable class. Problem/solution reasoning: I used to dread writing, but my English teacher has given me many writing strategies to use. Evidence: My English teacher calls these strategies my “writing toolbox.”

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Unit 1: pp. 84, 95, 110, 123, 136, 148, 158; Unit 3: pp. 66, 76, 123; Unit 5: pp. 70, 82, 90; Unit 6: pp. 66, 80; Unit 7: pp. 44, 71, 93

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 32

ELD P1.6.C.11.a Justifying/arguing Emerging: Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. **Expanding:** Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. **Bridging:** Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.

In order to write a good argument, it is important to be able to identify the strengths and weaknesses of other written arguments. Persuasive writing involves a claim, reasoning, and evidence to back up this reasoning. To evaluate the strength of an argument, a reader can ask the following questions:

- **Is the claim debatable?** (As a reader, can I see another side of this viewpoint?)
- **Is the reasoning logical?** (Does the writer clearly explain why the claim is true or makes sense?)
- **Does the evidence actually support the reasoning?** (Are there facts, quotations, statistics, or anecdotes that back up the reasoning?)
- **Overall, is the argument effective?** (Can I understand why I or others might agree with the writer?)

	Evaluating Arguments
EMERGING Express attitude and opinions	Claim: Reading books is better than watching television. Comparison/contrast reasoning: Television shows you images. But reading forces you to create those images yourself. Evidence: My parents always tell me, “You have to use your imagination to exercise your brain!” Evaluation: Is the writer’s argument effective? Why or why not?
EXPANDING Express attitude and opinions	Claim: Reading books is more useful than watching television. Cause/effect reasoning: You can learn about new ideas when reading. This can then change the way you think about the world. Evidence: One of our school mottos is “Make your ideas a reality.” Reading can help you do that. Evaluation: Is the writer’s argument effective? Why or why not?
BRIDGING Express attitude and opinions	Claim: In my opinion, a person definitely benefits more from reading books than watching television. Problem/solution reasoning: Television does the thinking for people, but reading challenges people’s minds and memory. Evidence: Studies show that children who read more may also perform better on certain tests. Evaluation: Is the writer’s argument effective? Why or why not?

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Unit 2: p. 125; Unit 3: p. 84; Unit 7: p. 35

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 33

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solution Chart

ELD P1.6.C.11.b Justifying/arguing Express attitude and opinions or temper statements **Emerging:** with a variety of familiar modal expressions (e.g., *maybe/probably, can/could, must*). **Bridging:** with nuanced modal expressions (e.g., *probably/certainly/definitely, should/would, might*) and phrasing (e.g., *In my opinion...*).

Readers are often asked to respond to something they have read. To fully evaluate a text, a reader needs to think about it from different perspectives. This includes taking the following steps.

1. **Identify the explicit details.** Look for the ideas that the author has directly presented in some way. This may be statistics, information about the setting, or details about the relationship between characters.
2. **Identify the implicit details.** Look for the ideas that the author does not directly state but can be guessed logically. This can be done in two ways:
 - **Make an inference:** Collect “clues” from the text, and then combine them with prior knowledge to fill in the gaps.
 - **Draw a conclusion:** Predict what will happen next using clues in the text and prior knowledge.
3. **Evaluate the text.** Add up what is explicitly stated in the text and what has been inferred or concluded. Then decide if the text is satisfactorily effective (persuasive text), informative (informational text), or entertaining (narrative).

Responding to reading is an important way to ensure that the ideas presented are clear, that the main ideas are present, and that any feelings and ideas that the text gives readers are acknowledged.

Responding to Reading

Sample text: Here is Edward Bear. He is coming downstairs now, behind Christopher Robin. Edward's head bumps on the stairs. It is, as far as he knows, the only way of coming downstairs. But sometimes he feels that there really is another way. And then he feels that perhaps there isn't. Anyhow, here he is at the bottom, and ready to be introduced to you. Winnie-the-Pooh.

[Adapted from *Winnie the Pooh* (1926) by A.A. Milne]

EMERGING Read closely and explain ideas with substantial support	Identify explicit ideas: A boy named Christopher ____ has a toy named Edward _____. The boy brings the bear down the _____. Along the way, the bear _____ his head. The bear is also called _____. Make inferences: What I know about Christopher Robin: He doesn't think about the bear's _____ as he climbs down the stairs. What I know about people like this: They are often _____. Inference: Because Christopher Robin doesn't think about the bear's head bumping on the stairs, he is _____. Evaluate: The story is interesting because _____.
EXPANDING Read closely and explain ideas with moderate support	Identify explicit ideas: A boy named _____ has a toy named _____. The boy brings the bear _____. Along the way, the bear _____. The bear is also called _____. Make inferences: What I know about Christopher Robin: He doesn't think about _____ as he _____. What I know about people like this: They are often _____. Inference: Because Christopher Robin is _____, he is _____. Evaluate: The story is _____ because _____.
BRIDGING Read closely and explain ideas with light support	Identify explicit ideas: Christopher Robin brings his toy bear down the stairs _____. Make inferences: What I know about Christopher Robin: He is _____. What I know about people like this: They are often _____. Inference: Because Christopher Robin _____, he _____. Evaluate: The author creates interest by _____.

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Unit 3: p. 96; Unit 6: p.70

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 34

ELD P1.6.B.6.a.b. **Reading/viewing closely Emerging:** a. Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts using some frequently used verbs. **Expanding:** Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs. **Bridging:** Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts with light support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of precise academic verbs.

Writers want their ideas to be clear and understood. The writing process often requires that writers reread and revise their work to ensure that everything is clear. Accurate writing is what happens when writers take the time to check their work, hear how it sounds, and make sure the meaning is clear.

When a person writes in a language other than their native language, it can be easier to write short sentences at first. Each sentence expresses one idea, as in this example:

My sister loves to play basketball. I don't know how to play basketball.

However, sometimes too many short sentences can make text more difficult to understand. It can also make the flow of ideas difficult to follow. By using joining words like *and*, *but*, or *so*, a writer can often combine ideas in a smoother way, like this:

My sister loves to play basketball, but I don't know how to play.

A writer can also use different types of sentences to condense ideas and make them more readable. This can be done in a variety of ways, including using combinations of compound and complex sentences, as well as prepositional or participle phrases and pronouns.

I have a dog. His name is Max. Max is a smart dog. He is smart because he knows some tricks. One trick is that he can shake hands. Another trick is that he can roll over.



I have a dog named Max. He is a smart dog because he knows some tricks, like shaking hands and rolling over.

	Writing Accurate Sentences
EMERGING Connect and condense ideas in simple ways	Join ideas/Express reasons: I went to the park. I saw my friend. → I went to the park and saw my friend. Condense ideas: I have two siblings. My siblings are in high school. → I have two siblings who are in high school.
EXPANDING Connect and condense ideas in an increasing variety of ways	Join ideas/Express reasons: I went to the park. I went there to see my friend. → I went to the park to see my friend. Condense ideas: I like art. I like music. I don't like sports. → I like art and music but not sports.
BRIDGING Connect and condense ideas in a wide variety of ways	Join ideas/Express reasons: I went to the park. I went there to see my friend. We met to play together. → I went to the park to see my friend so we could play together. Condense ideas: They added more subway rails. More people took the subway to work. → Adding more subway rails resulted in more people taking the subway to work.

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Unit 1: pp. 123, 148, 158; Unit 2: pp. 45, 59, 68, 109; Unit 3: pp. 66, 90, 123; Unit 4: pp. 87, 100, 104; Unit 5: p. 40; Unit 6: pp. 50, 66, 95; Unit 7: pp. 44, 71, 93

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 35

ELD PII.6.C.6 Connecting Ideas Emerging: Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and*, *but*, *so*). **Expanding:** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason or to make a concession. **Bridging:** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason, to make a concession, or to link two ideas that happen at the same time.

ELD PII.6.C.7 Condensing ideas Emerging: Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing) to create precise and detailed sentences. **Expanding:** Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing) to create precise and detailed sentences. **Bridging:** Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization) to create precise and detailed sentences.

STRATEGIES

Language and Vocabulary

General Strategies

Vocabulary Routine For all new vocabulary, provide a definition, an illustration or gesture, a way of acting out a scenario, and/or a sentence that uses the word in context. Use the following strategies with language and vocabulary acquisition and comprehension.

Word Lists Create and display a class word list, adding new words to the list each day. Discuss similarities between familiar words, such as *dream* and *team*, pointing out spelling patterns and similar pronunciations.

Visual Supports Use photographs, illustrations, or graphic organizers as visual support for learning words with more concrete meanings. For abstract vocabulary, images can still support a word's meaning with examples of the word used in context, such as showing a photo of someone singing and then using sentences such as *We like to sing loudly* and *We sing a song*. Gestures and actions can also be visual supports for words that show an action or position, such as walking in and out of the room for the words *enter* and *exit*.

Break Words into Smaller Parts Divide words into syllables, sounds, or roots and endings to help with recognizing word parts, spelling patterns, and pronunciation.

- **Syllables** Write a word, and then write its syllables with spaces to help with pronunciation and word recognition: *library* *li brar y*
- **Endings** Write a word, and separate the ending: *flying* *fly ing*
- **Spelling Changes** Write the word, and then write the root or base word: *tried* *try -ed*

Word Maps Have students use a word map that includes the word, part of speech, definition, and examples.

Part of speech	Word	Meaning
Verb (an action or something that is done)	analyze	To study the connections or meanings of something deeply
Example	Example	Example
A scientist analyzes the earth samples.	We analyze the characters relationship in the story.	The doctor will analyze the results of the medical test.

Use Cognates Create and maintain a list of cognates for students to reference, such as *celebration* and *celebración*. Focus on perfect or close cognates, and be aware of false cognates, such as *pie* (a baked dish) and *pie* (foot).

- Perfect cognates: The spelling is almost identical.
 - o animal/animal, hospital/hospital, doctor/doctor
- Close cognates: The spelling is similar.
 - o accident/accidente, evaluate/evaluar, rapid/rápido

- False cognates: Words are spelled the same or similarly but do not have the same meaning.
 - *delight* (to please)/*delito* (crime); *large* (big)/*largo* (long)

LISTENING

General Strategies

Visual and Oral Cues Accompany oral directions with visual cues so that students do not have to rely on oral directions alone. For example, write the page number of the book on the board, and display the page that you are discussing. As you give directions, refer to the written words on the board.

Routines Use routines so that English language learners can focus on the content rather than the procedures. For example, follow the same procedures for learning new vocabulary, partner work, discussing or responding to readings, and other daily activities that rely on oral directions.

Examples

- **New Word Routine** Have students write the word and then find it in a dictionary. Ask them to write the part of speech, a definition, and an example. For words with multiple meanings, have students list all definitions, and then have them identify which definition applies in the text they are reading.
- **Partner Work** Have students partner, trying to pair a student at the Bridging level with a student at Emerging or Expanding level. Students should:
 1. Decide roles—who is doing what for the task?
 2. Take notes—each partner should record their work using words, phrases, or images.
 3. Share ideas—encourage each partner to always share what they are thinking.
 4. Decide together—partners should finalize the work together, with each partner agreeing to final decisions or content.

Chunk Information When presenting new information or processes, chunk it into smaller sections, and pause to check that students are on task. Refer to visuals, such as a numbered step or bolded key word, so that students can follow along and feel secure.

Gestures Use gestures so that students can quickly signal that they need you to repeat something or slow down or to simply show that they are on track. Note that words can sound quite different when spoken aloud in phrases and sentences than said in isolation. The sounds link together, making it difficult to discern individual words. Ask students for feedback on your rate of speech, and adjust it as needed.

Quick Checks Use quick checks frequently to check student understanding. Don't wait for the end of the lesson or story to assess. For example, read aloud and display multiple-choice questions for key instruction points, and have students record answers to submit.

General Strategies

Sentence Frames Provide sentence frames for students to use as they participate in class and in partner work. Gradually increase language to meet the needs of Emerging, Expanding, and Bridging levels. For example, as students engage in conversation exchanges, provide them with the following to show agreement:

- I agree.
- I agree with [name of student]. I feel the same about [topic].
- I agree with [name of student] because _____.

Guide to Complex Language Provide students with nuanced language so they can respectfully engage in complex thinking and conversation. For example, in addition to sentence frames to show agreement, provide sentence frames to show strong, partial, and similar degrees for disagreement.

- Strong agreement: I completely agree with the idea that _____.
- Neutral agreement: I think we all agree that _____.
- Partial agreement: Although I agree with most of what's been said, the one point that I don't agree with is _____.

Use a Communication Goal Connect the sentence frames provided to the students to the communicative goal. For example, create a list to show the different sentence frames to use when discussing causes and effects, problems and solutions, opinions, and imaginary situations. This shows a progression of ideas and clear goals for communication.

- As a result of [event 1], [event 2] happened.
- A possible solution is _____.
- I believe that _____.
- If I were the character, I would _____.

Encourage Clarification Provide students with the language to ask for clarification and take control of their own understanding. Use and adapt or add to the following:

- Could you please repeat that?
- I'm not sure I understand. Could you go over that again, please?
- What did you mean when you said _____?
- Can you give an example?

READING

General Strategies

Before reading, identify vocabulary necessary to understand the main idea or theme. Prepare definitions, photos or illustrations, and examples of the word in context.

For multiple-meaning words, point out the meaning that applies in the reading's context.

Help students identify key features such as character and setting, and if there are photographs or illustrations, have students review them before reading.

Record proper nouns or topic-related words such as names, places, and events.

During reading, encourage students to focus on the overall meaning and/or the main idea instead of trying to understand every individual word. Plan for multiple readings, focusing on smaller sections and asking students to think about *who*, *what*, *where*, and *when*. This will help them frame their thinking on the main idea and have more interaction with the text.

To check for understanding, focus on the main ideas or themes using sentence frames or prompts. Reframe open-ended questions so they require shorter responses.

Skill-Specific Strategies

Genres/Text Structure Review the features of a genre or text structure. Introduce a graphic organizer for that genre or text structure. Ask students to use it as they read, or use it with the whole class.

Ask and Answer Questions Reinforce the main idea by having students check in regularly while reading to answer *who*, *what*, *where*, and *when*. Frequent quick checks can solve misconceptions and review vocabulary and ideas.

WRITING

General Strategies

Models Provide short model texts for students to reference as they write. For example, if students are writing a summary of a story, provide a short summary of another story, discussing the features of the summary.

Encourage students to focus on sharing their ideas and responses rather than accurate grammar. Explain that what they think is more important than how they form their sentences.

Sentence Frames Sentence frames are an effective tool for English learners because they give students the chance to focus on academic content, rather than correct phrasing. The frames can be used in partner work, whole-group discussion, or one-on-one work with teachers. They can also be expanded to meet the needs of Emerging, Expanding, and Bridging levels:

I agree with _____. → I agree with ____ because _____.

I think the same about _____. → I think the same about _____ because _____.

When using or creating sentence frames, consider the language that should be produced first, such as the skill or the part of speech. Then create a frame that focuses on that language.

Below are standard sentence frames that align with the areas of focus within this resource book.

SENTENCE FRAMES

Use the following sentence frames to encourage communication and active listening. Sentence frames are intended for everyday and academic communication.

Language and Vocabulary

Hi. My name is _____.

Please help me with _____.

I like/do not like _____.

What does _____ mean?

May I have _____?

Where can I _____?

How do I find _____?

I do not know the word _____.

I think the word _____ might mean _____.

I cannot find _____.

The nouns/verbs/adjectives in the sentence are _____.

I think that _____ is a clue about the word _____.

I can break this word into these parts: _____.

Speaking and Listening

_____, can you please repeat that?

How do you say _____?

It is _____'s turn to talk.

I agree with _____ because _____.

_____, can you explain more?

That's a good question because _____.

I did not hear why _____.

I would like to add _____.

_____, I think the idea you are sharing is _____.

I know this because _____.

The answer is _____.

_____ helps me understand _____.

My opinion is ____ because ____.

Have you thought about ____?

We could put the ideas in this order: ____, ____, and ____.

Reading

The main idea is ____.

A key detail is _____. This supports the main idea because _____.

First, _____. Then, _____. Next, _____. Finally, _____.

The author is saying that _____.

The author gives this evidence: _____.

The use of the word _____ makes me feel _____.

Another way to say what the author writes is _____.

The author believes that _____.

The author's reasons are _____, _____, and _____.

I can predict that _____ will happen because _____.

_____ and _____ are similar because _____.

_____ and _____ are different because _____.

The problem is _____. The solution to that problem is _____.

_____ is a cause. _____ is an effect of that cause.

_____ happened, and so _____.

Because I know _____, I can infer that _____.

Because I know _____, I can conclude that _____.

I already know _____. I can connect this to _____.

I identify with this character because _____.

I connect with this author because _____.

The setting is important to the plot because _____.

The plot is important to the theme because _____.

The conflict, or main problem, is _____.

The chart (graph, diagram) shows _____.

The author gives this evidence: _____.

I agree/disagree with the author because _____.

Writing

For example, _____.

This shows that _____.

Another detail that supports this idea is _____.

I can compare ____ with _____. They are the same because _____.

I can contrast ____ with _____. They are different because _____.

The cause of _____ was _____.

The effect of _____ was _____.

First, I would like to describe _____.

However, _____ does/does not mean that _____.

If _____, then _____.

Finally, _____.

In conclusion, _____.

Based on _____, I can conclude _____.

GRAPHIC ORGANIZERS

The following graphic organizers can be used with multiple skills. An example is provided with a blank organizer on its own page afterward.

Word Map

Use to help determine word meaning.

EXAMPLE

That afternoon, I let Roli sit in front and brood all the way home as I pick the dried red paint from under my nails.		
Merçi did not like how her father reacted to the soccer players. She would not speak to him all afternoon. She is also upset by how the students treated her and her family.	<table border="1"><tr><td>brood</td></tr></table>	brood
brood		
I think "brood" means to act upset or depressed.		

Word Map

Use to help determine word meaning.

Sample Sentence	Word	Sample Sentence

5-Ws Chart

Use while listening for key ideas.

EXAMPLE

What does my classmate believe is the theme of the story?
Who does she think shows this with their actions in the story?
Where in the text does the character act this way?
When does my classmate see the character change?
Why did my classmate react this way to the story?

5-Ws Chart

Use while listening for key ideas.

What?

Who?

Where?

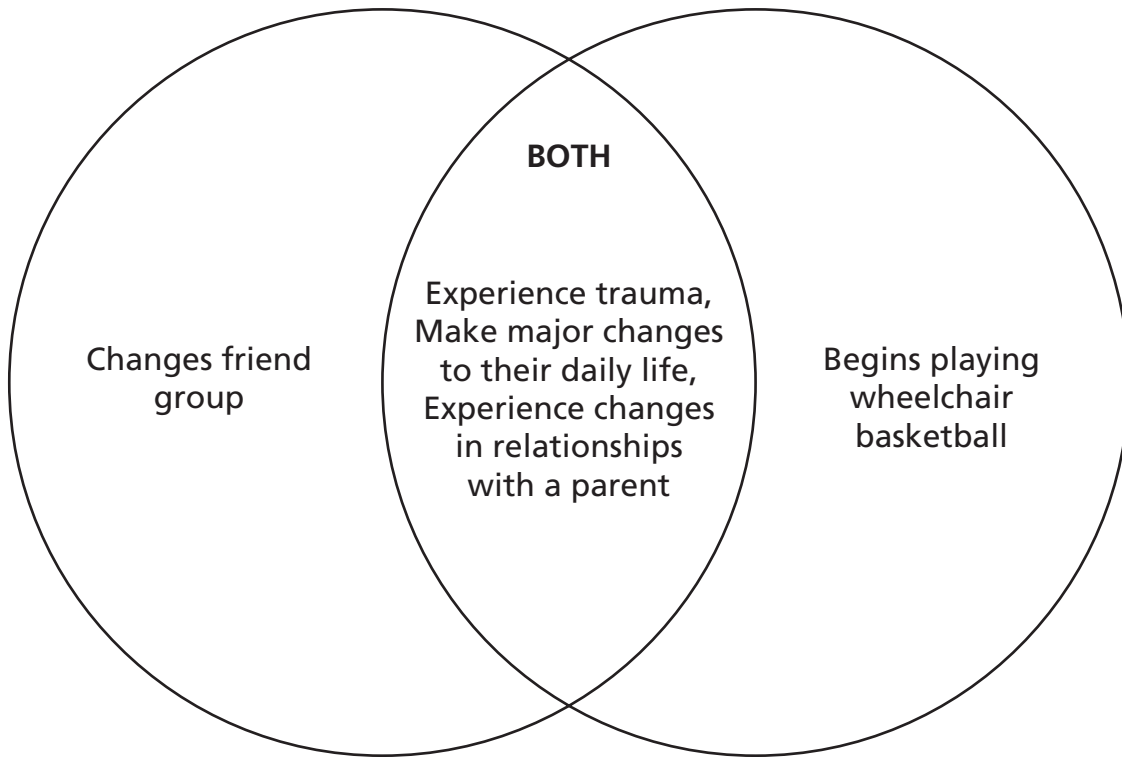
When?

Why?

Venn Diagram

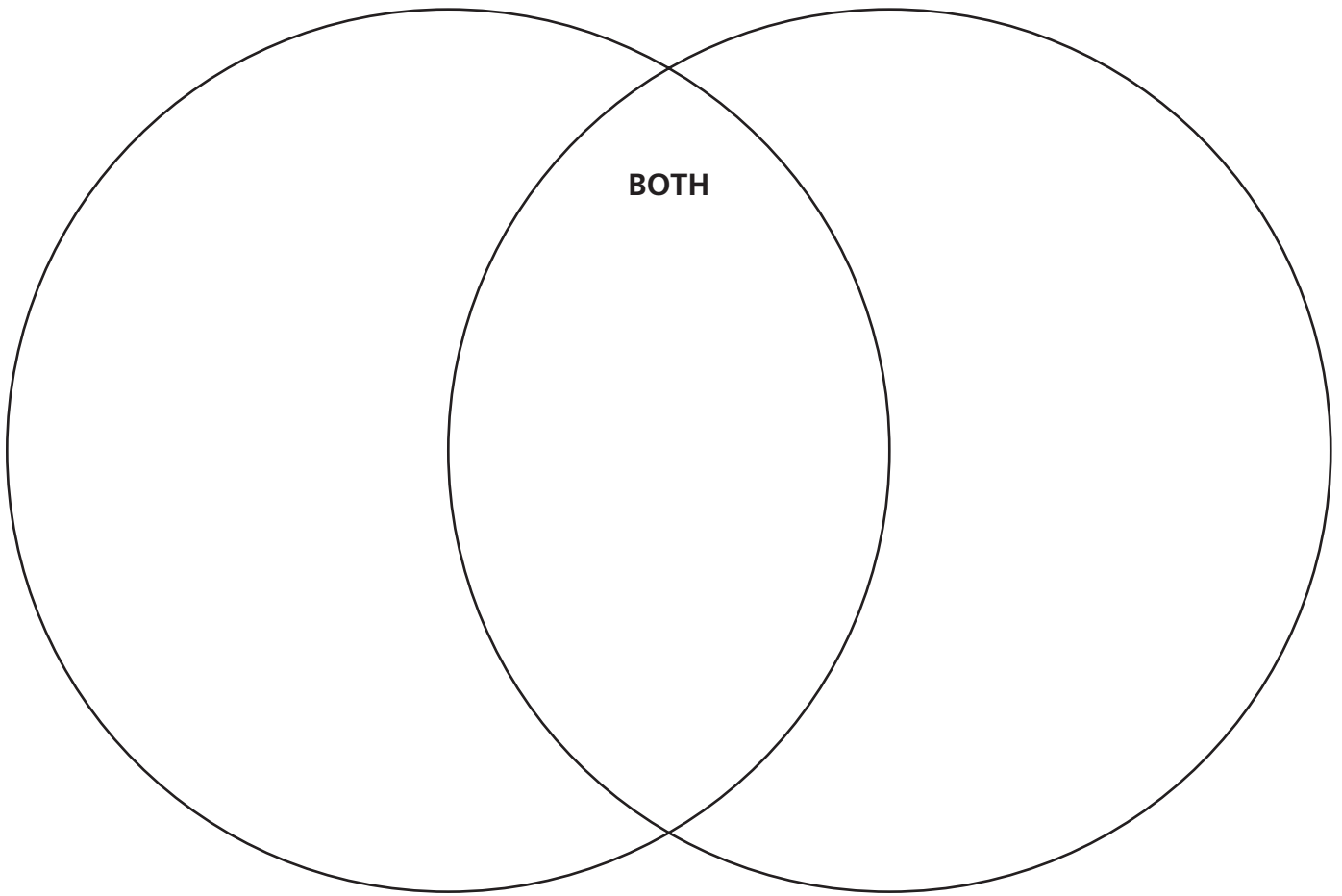
Use to compare and contrast texts, characters, ideas, or other textual elements.

EXAMPLE



Venn Diagram

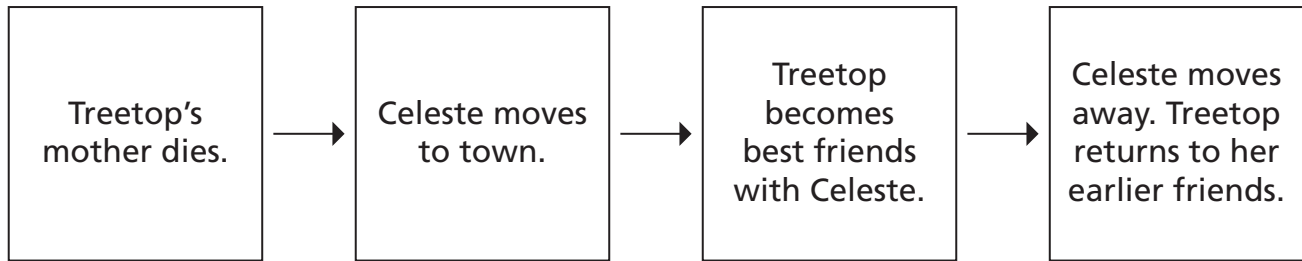
Use to compare and contrast texts, characters, ideas, or other textual elements.



Sequence Chain

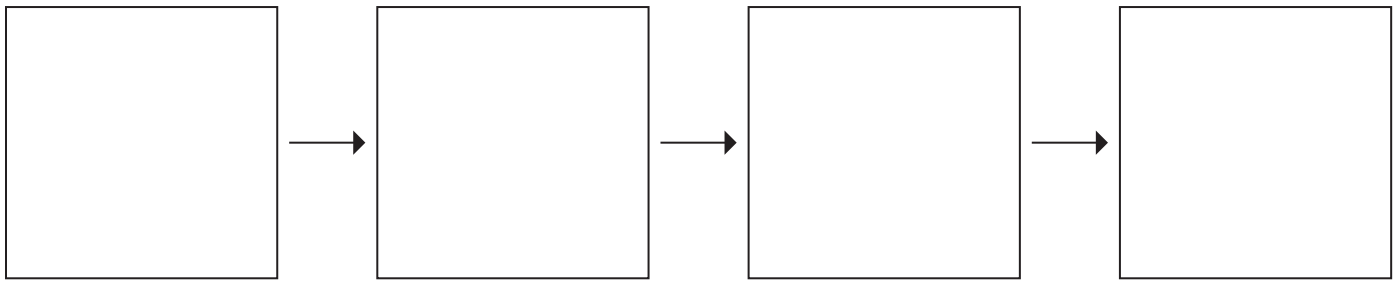
Use to track order of events or ideas.

EXAMPLE



Sequence Chain

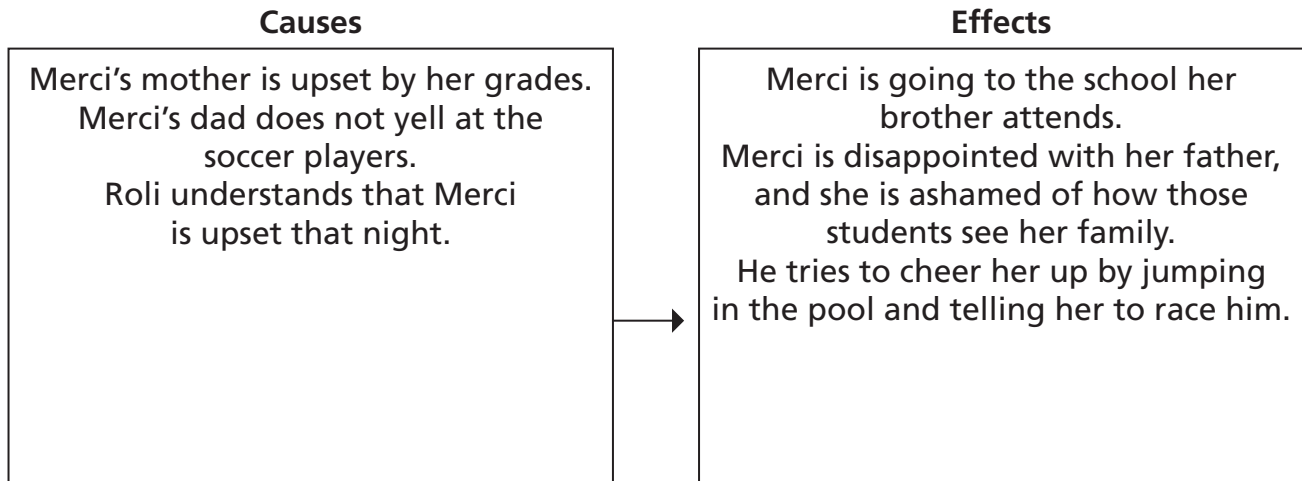
Use to track order of events or ideas.



Cause-and-Effect Chart

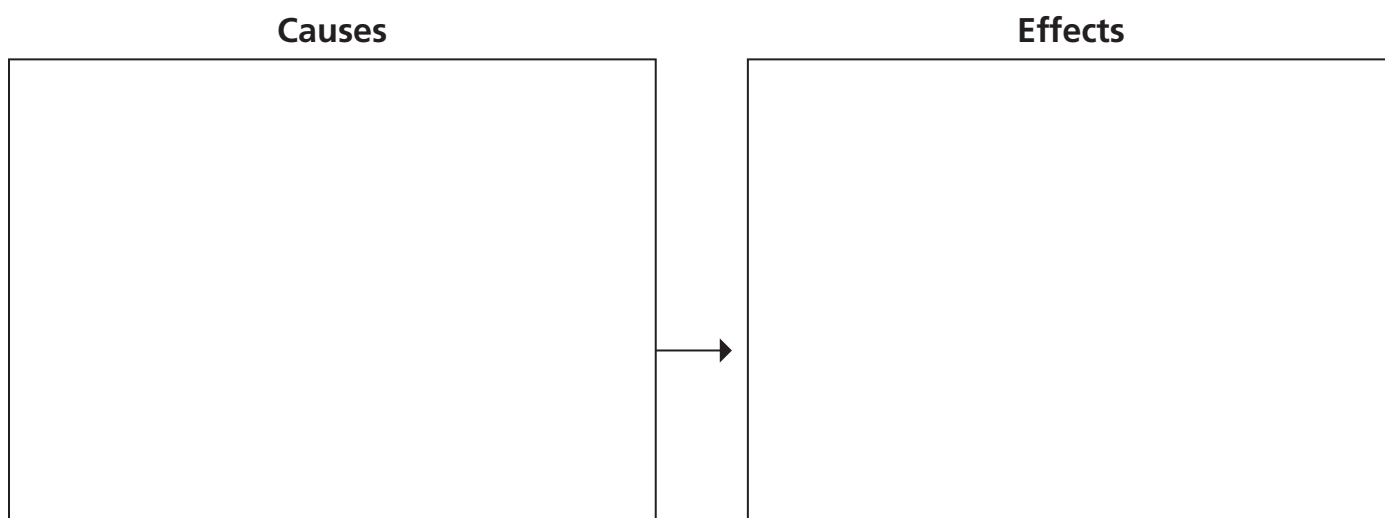
Use to identify causes and corresponding effects.

EXAMPLE



Cause-and-Effect Chart

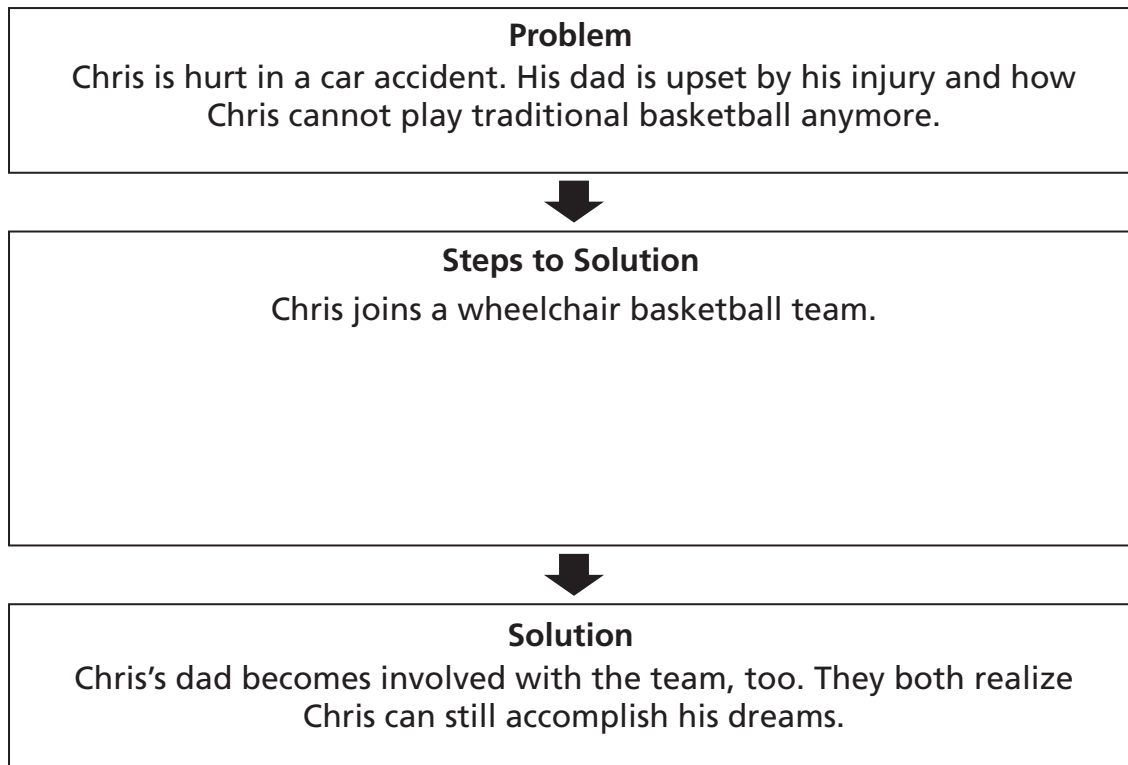
Use to identify causes and corresponding effects.



Problem-and-Solution Chart

Use to identify problems and corresponding solutions.

EXAMPLE



Problem-and-Solution Chart

Use to identify problems and corresponding solutions.

Problem

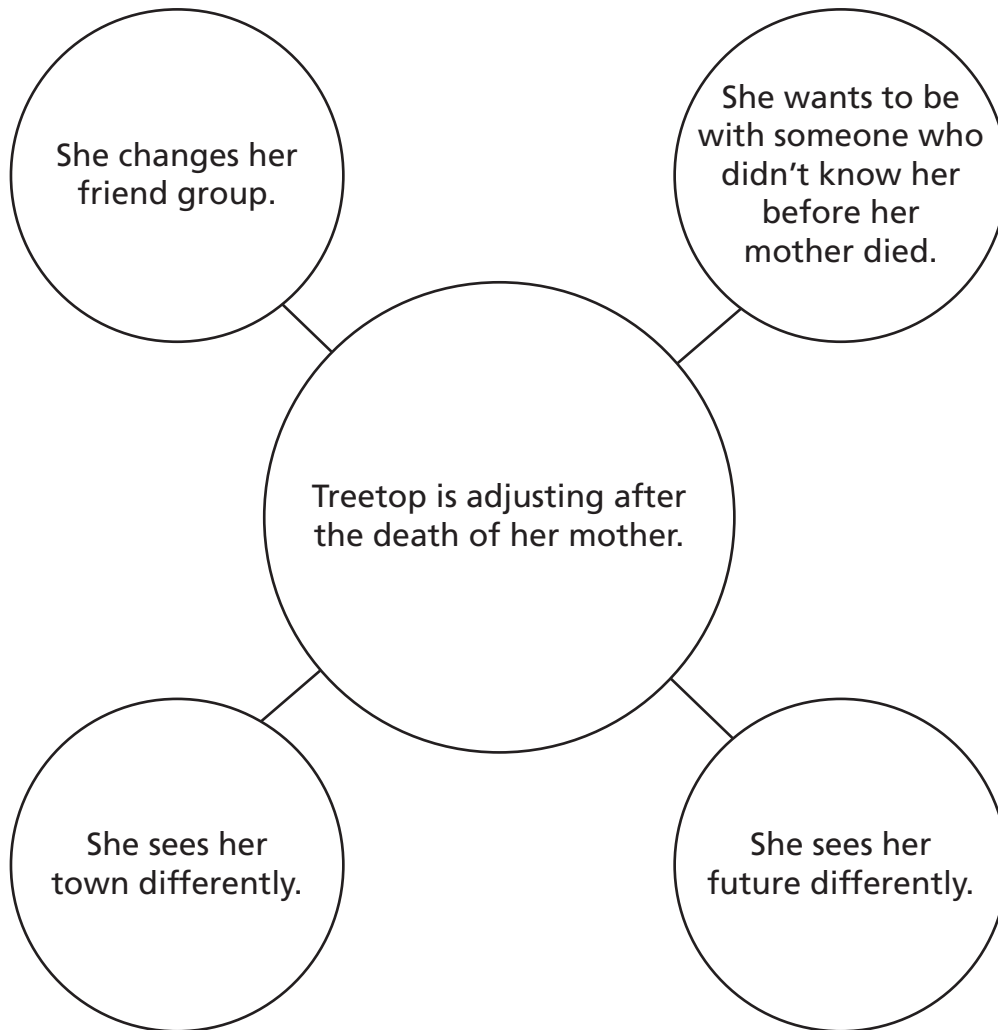
Steps to Solution

Solution

Main Idea–Details Cluster Map

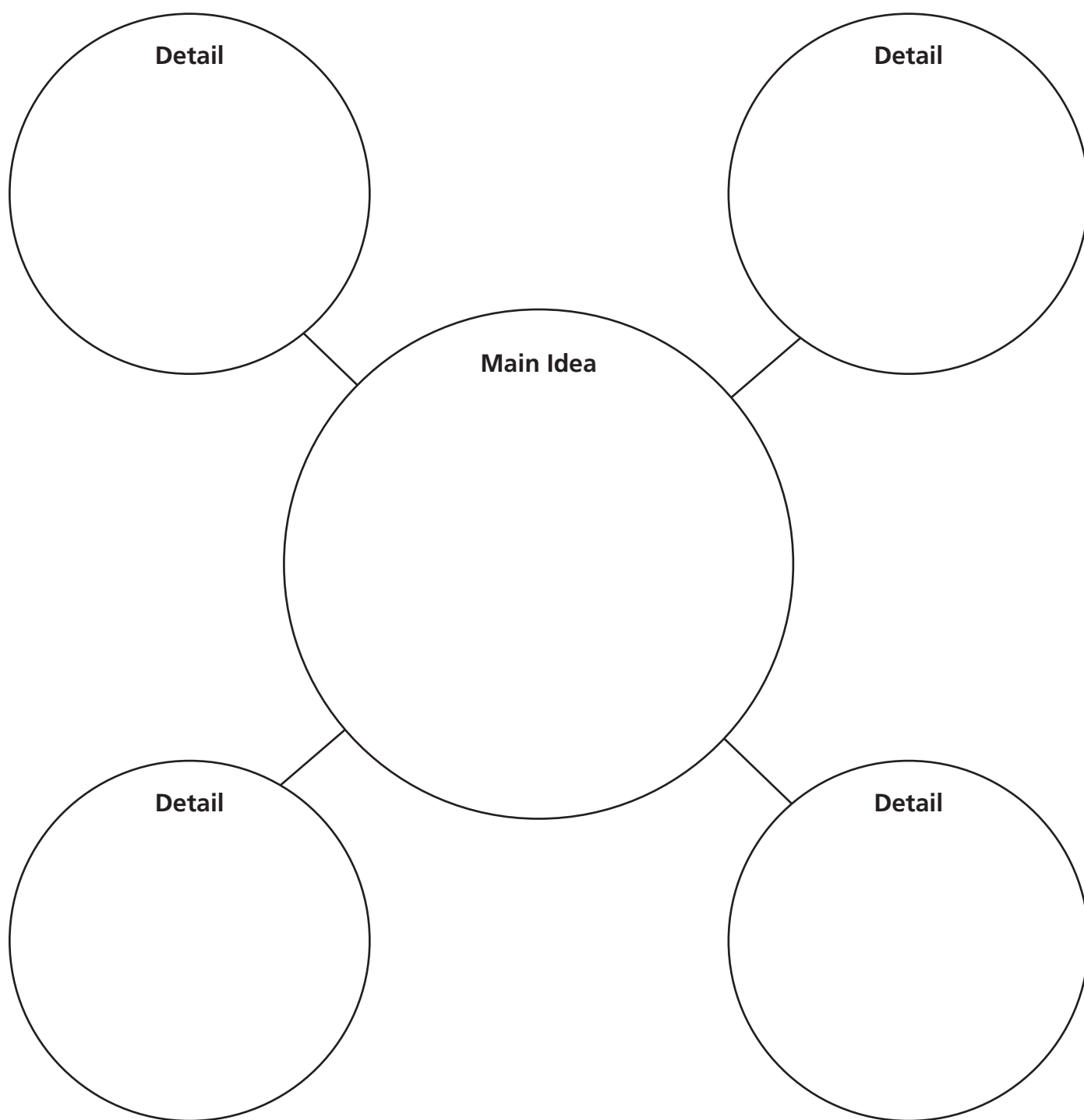
Use to identify main idea and supporting details.

EXAMPLE



Main Idea–Details Cluster Map

Use to identify main idea and supporting details.



Story Map

Use to track plot, conflict development and resolution, and other narrative elements.

EXAMPLE

Beginning

Merci and her father and brother head to a new painting job.



Middle

- | | |
|--|---|
| 1. Merci and Roli find out they are painting part of their school. | 3. Students at the school make a mess and do not apologize, making Merci angry. |
| 2. Roli is embarrassed to be there for work. | 4. Merci's father and brother do not get upset, and this makes Merci angry. She is ashamed when the students laugh at her family. |



End

Merci begins to realize why her father has to act differently with other people. She feels sad and angry. Roli cheers her up at the pool.

Story Map

Use to track plot, conflict development and resolution, and other narrative elements.

Beginning



Middle

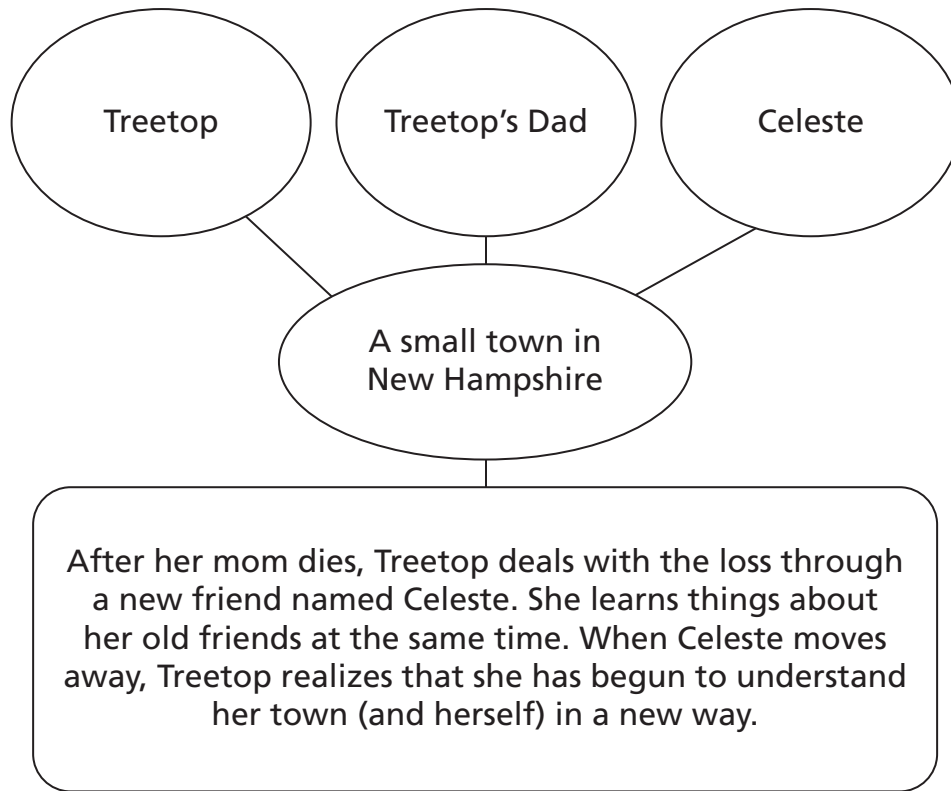


End

Character-Setting-Plot Diagram

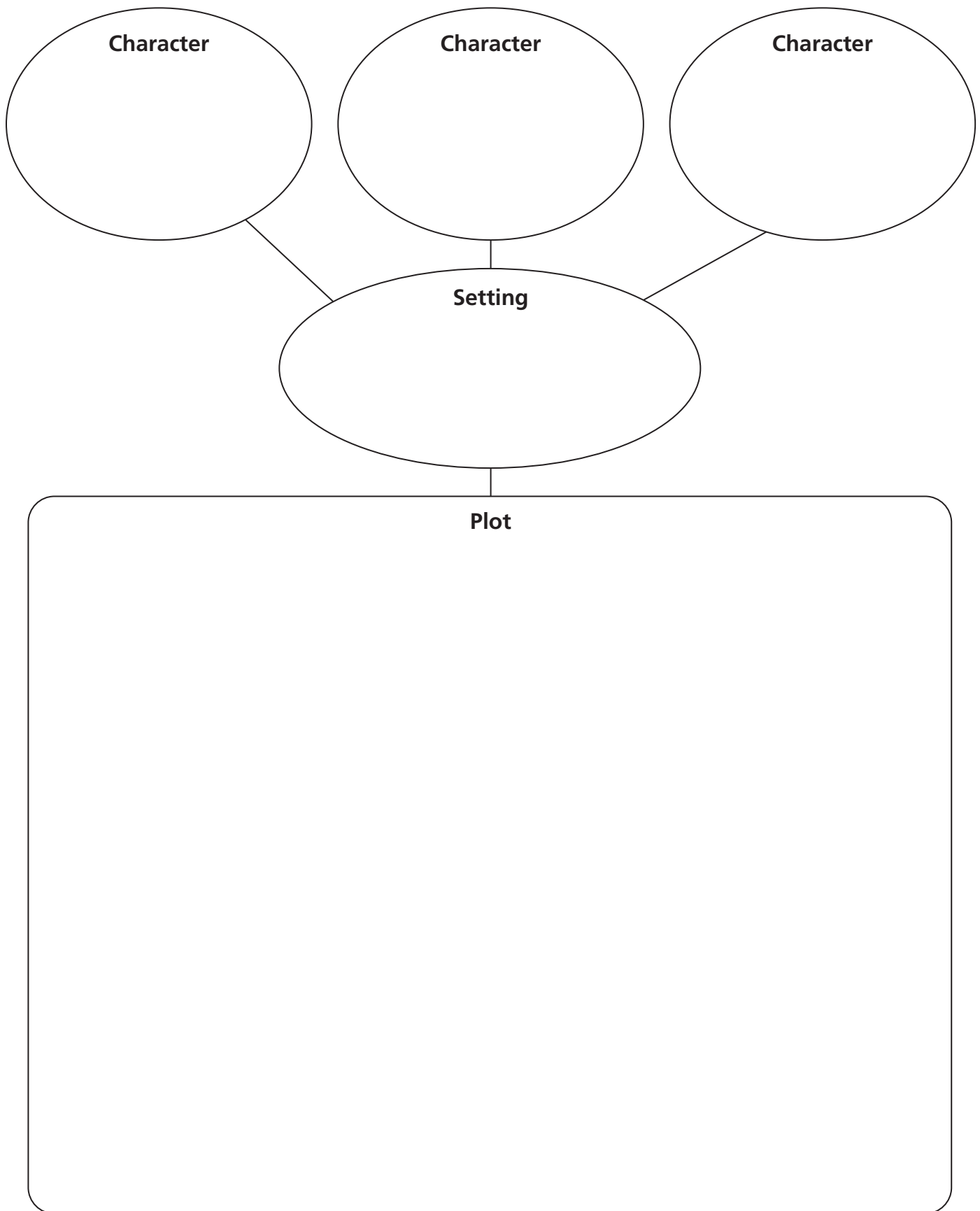
Use to identify characters, setting, and plot in a narrative text.

EXAMPLE



Character-Setting-Plot Diagram

Use to identify characters, setting, and plot in a narrative text.



LANGUAGE FUNCTIONS

Use this chart to understand the functions of language that are used every day and in academic, office, or business settings. Understanding the purposes for communication, examples, and prompts will engage and support English learners.

The Student Will...	In Order to...	Key Words and Phrases	Teacher Prompts
Inform	Retell Paraphrase Summarize Give examples Explain Describe Define Restate Identify Illustrate Name	<i>for example</i> <i>for instance</i> <i>shows that</i> <i>illustrates that</i> <i>explains that</i>	Summarize ... Describe ... Tell about ... Show how ... What happened?
Compare and contrast	Distinguish Compare Contrast Recognize Find differences Find similarities Find commonalities Differentiate	<i>similarly</i> <i>in contrast</i> <i>differently</i> <i>in comparison</i>	Compare and contrast ... Differentiate how ... How are ... and ... the same (different)? What do ... and ... have in common? Do these two items ...?
Order or sequence	Organize process Outline Order List Arrange	<i>first</i> <i>next</i> <i>then</i> <i>last</i> <i>finally</i>	What happens first/last? Put these events in time order. When does ... take place? What happens before/after? Put these items in order of importance.
Classify or categorize	Classify Categorize Include Arrange Group Label	<i>characteristics</i> <i>features</i> <i>elements</i> <i>types</i> <i>methods</i>	What is theme/style/pattern of ...? What types of ... are described here? What traits do these items share? Sort these ideas by ...

The Student Will...	In Order to...	Key Words and Phrases	Teacher Prompts
Analyze	Analyze Calculate Choose Diagram Break down Deduce Detect Discriminate Separate Subdivide Transform Support Determine cause/effect	<i>if ... then ...</i> <i>as a result of</i> <i>part/whole</i> <i>component of</i> <i>fraction of</i>	What is the main idea? What details support the main idea? What are the causes of ...? What are the effects of ...?
Infer and conclude	Predict Make inferences Draw a conclusion	<i>inference</i> <i>conclusion</i> <i>probably</i> <i>guess</i> <i>clues</i>	What does the text say about ...? What do you know about ...? How do you know ... ? What can you infer? The logical conclusion is that ... will happen next because Why did that happen?
Justify or persuade	Justify Argue Persuade Convince Support Test Verify Express point of view Make a claim State a thesis Provide evidence Provide reasoning Debate	<i>claim</i> <i>evidence</i> <i>support</i> <i>reasoning</i> <i>justification</i> <i>call to action</i>	What is your viewpoint on ...? What reasoning supports the viewpoint? What evidence supports your reasoning? How would you convince someone that ...? Justify your claim about ...

The Student Will...	In Order to...	Key Words and Phrases	Teacher Prompts
Solve problems	Solve Hypothesize Recommend Determine Present problem Offer solution	<i>question is</i> <i>answer is</i> <i>problem/solution</i> <i>remedy</i> <i>fix</i> <i>solve</i>	What is the problem? What are possible solutions? How might these solutions be put in place?
Synthesize	Compile Develop Document Integrate Modify Reconstruct Generalize	<i>Source A says that ... while Source B says that ...</i> <i>According to both Source A and Source B, ...</i> <i>Source A and Source B disagree about/ conclude ...</i>	What does Source A say about ...? How do Source A and Source B relate/connect to each other? How do these viewpoints affect the way you think about ...? Use these sources to make a generalization about ... How is your thinking about ... changed by ...?
Evaluate	Appraise Assess Criticize Critique Determine Discriminate Distinguish Evaluate Judge Recommend Rate Rank Measure Develop criteria	<i>good/bad</i> <i>best/worst</i> <i>effective/ineffective</i> <i>most/least important</i> <i>most/least unimportant</i>	What is your favorite/least favorite ...? Why is this useful/not useful? Why is this important/not important? Why is this valuable/not valuable? Why is this effective/ineffective?

LANGUAGE TRANSFER ISSUES

There are a variety of issues that students can encounter when learning English, including those that highlight how many principles within English are not universal. The following are major areas of note for monolingual teachers:

- **Sound-symbol correspondence:** Phonics, or how the written symbols of a language relate to the units of sound within a word
- **Syllabic learning vs. individual phonemes:** How languages vary in use of phonemes, or the units of sound within a word
- **Phonetic awareness:** Blending sounds using onset (letters before the vowel) and rime (vowel and letters after it) versus using body (letters up to and including the vowel) and coda (consonants that come after the vowel)
- **Grammatical construction:** Use of gendered/ungendered nouns and pronouns, subject-verb number and agreement, tenses, gerunds, articles, and superlatives/diminutives
- **Syntactic order:** The arrangement of words and phrases in sentence creation

Sound-Symbol Correspondence

In languages that are sound based, the concept of sound-symbol is a transferable skill. In English, the sound-symbol relationship is complex. Students will have trouble hearing and reproducing sounds that are not in their own native languages.

- Speakers of Romance languages will have a similar alphabet, but Arabic and Russian languages have distinct alphabets.
- In Spanish, there is a one-to-one relationship between letter and sound. In Somali, there is a one-to-one relationship between vowel letters and vowel sounds.
- Asian characters are meaning-based. If students have learned some English prior to attending school, it is likely that they've learned all English vocabulary as sight words (English word posted next to Chinese word) without being exposed to phonics. Some speakers of Hmong learn it as an oral language without learning sound-symbol correspondence.

Listening for Individual Phonemes

Spanish speakers learn phonics syllabically (e.g., *ma*, *me*, *mi*, *mo*, *mu*). Asian-language speakers are also accustomed to listening for syllabics rather than individual phonemes because the characters do not correspond to single sounds as English letters do.

Onset-Rime vs. Body-Coda

Onset is the initial consonant sound or blend in a syllable. Rime is the first vowel sound. English and European languages have an onset-rime structure (i.e., segmenting *can* into *c-an*). But not all language can be segmented that way. Body-coda blending, however, places more emphasis on the vowel sound. The vowel sound is the body, and the coda is the consonant sounds that come after the initial part of the word with the vowel sound.

For example, Korean has a body-coda structure (i.e., segmenting *can* into *ca-n*). For native Korean speakers learning English, the onset-rime structure will be particularly difficult.

Onset: st Rime: amp

Body: sta Coda: mp

Grammatical Constructions

The third-person singular form of regular verbs in the present tense (e.g., *He goes*) is specific to English and requires extra practice for all English learners. English has a larger number of verb tenses than most languages. Also, the way possessives are formed in English can be different from other languages.

- Chinese speakers do not have gendered pronouns. They use auxiliary words instead of inflected endings (e.g., *-s* or *-ly*) or forming verb tenses. They do not differentiate between countable and uncountable plural nouns.
- Arabic speakers have three categories: singular, dual, and plural, as compared to the two (singular and plural) in English. Also, Arabic speakers differentiate differently between countable and uncountable plurals. Arabic speakers do not have an indefinite article (e.g., *a*, *an*) and use the definite article more often than English speakers.
- Russian speakers have two kinds of superlatives and use many more diminutives (communicating affection and informality) in ways that English speakers do not. Russian adjectives, pronouns, nouns, and past-tense verbs all must agree in gender, of which there are three (male, female, neuter).
- Somali speakers inflect their nouns, which are gendered (male or female). There are no indefinite articles, and most nouns are countable.
- Hmong pronouns do not change between subject and object. Nouns are not made plural, and verbs are not modified for tense. Gerunds do not exist.

Syntactic Order

At the beginning stages of language learning, students tend to plug new vocabulary into the syntactical order of their native language.

- English, Chinese, and Russian have an SVO (subject-verb-object) structure (e.g., *The boy likes oranges*), and in both Chinese and Russian, the adjectives precede the noun they describe (e.g., *red house*). However, in Russian that order can be changed to create emphasis.
- Romance languages, Somali, and Korean have an SOV (subject-object-verb) structure. In Romance languages, the adjective comes after the noun and has gender and number agreement with the noun. In Korean, adjectives can be formed with inflected endings and come at the end of a sentence.
- Arabic is VSO (verb-subject-object). The adjectives, which follow the noun, agree in gender and number with the nouns.
- Haitian Creole does not use a different pronoun to signify gender or number. Plurals are sometimes indicated with the inflected ending *-yo* but may not be indicated at all. Articles are often omitted. Adjectives are placed after the noun. Markers are used to show time rather than verb tenses. Intonation without auxiliaries is used to form questions.

Sound Interference Between English and Other Languages

Spanish	
Consonants: What to Know/Focus On	• /h/ in the initial position isn't pronounced. • /s/ in the initial position isn't pronounced without adding a vowel sound in front of it. • /v/ sound is replaced with /b/. • /j/ and /dz/ are indistinguishable.
Vowels: What to Know/Focus On	• Short/long vowel confusion • Certain vowels sounds don't exist in Spanish: short a in <i>cat</i>, short u in <i>cut</i>, oo, shwa.
Other Challenges	• False cognates • Lack of correspondence between symbol and sound • /r/ inside of consonant blends • Different rules for syllable stress

Chinese	
Consonants: What to Know/Focus On	• Final sounds are often swallowed. • Discriminating between voiced stops /p/, /t/, /k/ and unvoiced stops /b/, /d/, /g/ • Production of /v/, /z/, and the sounds in bathe, beige, and judge • Discrimination between initial /l/ and /n/ (Cantonese) • Production of a "dark" /l/ after a vowel (<i>owl</i>, <i>coal</i>, <i>mole</i>) • Production and discrimination between final nasals /n/, /m/, /ng/ • Production of /r/ and distinguishing between initial sounds /l/, /r/, /w/ • Distinguishing between sounds /v/ and /w/ • Consonant blends in initial and final position (in words and also in contractions)
Vowels: What to Know/Focus On	• Production of initial long e sound without adding /y/ sound (<i>east/yeast</i>) • Long/short vowel discrimination (<i>chick</i>, <i>cheek</i>, <i>eat/it</i>) • Discrimination between different short vowels (<i>bat/bet</i>, <i>tan/ten</i>, <i>cat/cup</i>, <i>hot/hut</i>)
Other Challenges	• Syllabic stress • Sentence intonation

Korean	
Consonants: What to Know/Focus On	- Consonant sounds /f/ and /v/ do not exist, so /f/ may be heard as /p/ and /v/ may be heard as /b/. - Production of final sounds and discriminating between voiced stops /p/, /t/, /k/ and unvoiced stops /b/, /d/, /g/ /s/ and /sh/ sounds are paired with vowel sounds, so /s/ before long e or short i will be uncomfortable. /s/ that is drawn out in medial or ending sounds is not familiar. - Difficulty with /r/ often replacing with /l/ or flap /D/ - Difficulty with voiced and unvoiced /th/ - Production of soft g - Consonant blends in initial and final position (in words and also in contractions)
Vowels: What to Know/Focus On	- Long/short vowel discrimination - Discrimination between different short vowels
Other Challenges	- Syllabic stress - Sentence intonation - Vowel reduction

Arabic	
Consonants: What to Know/Focus On	- Consonant sounds /v/ and /p/ do not exist, so /v/ may be heard as /f/ and /p/ may be heard as /b/. - Production of /v/, /z/, and the sounds in bathe, beige, and judge
Vowels: What to Know/Focus On	- Difficulty with oo, substituting long o or ow (yo or yow for you) - Difficulty with short i, substituting short e (set for sit) - Difficulty with short o, substituting short u (put for pot)
Other Challenges	Consonant blends are difficult, leading some speakers to insert a vowel between consonants.

Somali	
Consonants: What to Know/Focus On	Consonant sounds /v/, /p/, and /z/ do not exist, so /v/ may be heard as /f/ and /p/ may be heard as /b/; there may be exposure to /z/ if Arabic is also spoken.
Vowels: What to Know/Focus On	- No diphthongs; vowels don't have more than one sound. - Double vowels are treated as emphasis.
Other Challenges	Tones are used to mark gender and number distinctions.

Russian	
Consonants: What to Know/Focus On	• Difficulty with /w/, /v/, /l/, /r/, /h/ and /th/ • Adding voice to voiceless sounds, substituting /b/ for /p/ • Substituting /s/ or /z/ for /th/
Vowels: What to Know/Focus On	• Fewer vowel sounds than English, so discriminating vowel sounds is difficult (e.g., <i>hut</i>, <i>hurt</i>, <i>hat</i>, and <i>heart</i>) • Over pronunciation of unstressed vowels (schwa) • Over pronunciation of the /r/ in r-controlled vowels (e.g., <i>cart</i>) • Difficulty with long o
Other Challenges	• Word stress is challenging since Russian word stress is flatter.

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