

SkillBuilder

Grade 6

English Workbook - 1

- ▶ *Reading: Literature*
- ▶ *Reading: Informational Text*

Student Copy

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Lumos Reading Comprehension Skill Builder, Grade 6 - Literature, Informational Text and Evidence-based Reading, Student copy

This Book Includes:

- Practice questions to help students master
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 - Reading: Informational Text
- Strategies for building speed and accuracy

Plus access to Online Workbooks which include:

- Instructional videos
- Mobile apps related to the learning objective
- Hundreds of additional practice questions
- Self-paced learning and personalized score reports
- Instant feedback after completion of the workbook

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Reading Comprehension

Good sense doesn't always come from books

Once upon a time, four boys lived in the countryside. One boy was very clever, but he did not like books. His name was Good Sense. The other boys were not very clever, but they read every book in the school. When they became grown men, they decided to go out into the world to earn their livelihood.

They left home and came to a forest where they halted for the night. When they woke up in the morning, they found the bones of a lion. Three of them, who had learned their books well at school, decided to make a lion out of the bones.

Good Sense told them, "A lion is a dangerous animal. It will kill us. Don't make a lion." But the three disregarded his advice and started making a lion. Good Sense was very clever. When his friends were busy making the lion, he climbed up a tree to save himself. No sooner had the three young men created the lion and gave it life, than it pounced upon them and ate them up. Good Sense climbed down the tree and went home very sadly.

1. What did they see in the forest when they woke up in the morning? (RL.6.1)

- (A) the bones of a lion
- (B) a witch that could bring an animal to life
- (C) Good Sense hiding in a tree
- (D) none of the above

2. What did the four friends decide when they became grown men? (RL.6.1)

- (A) They decided to go out into the world and earn their livelihood.
- (B) They decided to play with animal bones.
- (C) They decided to be friends forever.
- (D) They decided to never leave home.

3. What advice did Good Sense give his friends? (RL.6.1)

- (A) He told them how to create the lion.
- (B) He told them how to beat the lion once it was created.
- (C) He told them not to create the lion.
- (D) He told them to hide from the lion once they created it.



Additional Practice Questions



Name: _____

Date: _____

As it poured outside, I settled down by the window to watch the rain. The green park opposite my house looked even more green and fresh than usual. Strong winds shook the branches of the tall trees. Some of the branches swayed so hard in the strong winds that I thought they would break.

1. Why is the author using such clear descriptions?

(RL.6.1)

- Ⓐ just to say that it was raining hard
- Ⓑ creating imagery to show the reader what that moment was like
- Ⓒ to tell us that the wind was blowing
- Ⓓ to explain what the trees look like when it rains

Sarah's mother told her to carry an umbrella on that Thursday morning before she left home for school, but Sarah did not want to do that. She already had her backpack and a gift for her friend to take with her. She just did not think it was necessary.

2. What can you infer about Sarah?

(RL.6.1)

- Ⓐ She is stubborn and only wants to do things if they seem right to her.
- Ⓑ She does not like her mother.
- Ⓒ She doesn't like getting wet.
- Ⓓ She is a very obedient child.

3. What can you infer about the weather on that Thursday morning?

(RL.6.1)

- Ⓐ it was raining
- Ⓑ it was snowing
- Ⓒ it was going to rain
- Ⓓ it was a warm day

The boy returned home a little late from school. He threw his coat as he walked in. He walked past his parents without greeting them. He headed straight to his room, slamming the door after him. He threw himself face down on his bed and lay there.

4. How is he feeling?

(RL.6.1)

- Ⓐ very delighted
- Ⓑ very disappointed
- Ⓒ very scared
- Ⓓ very excited

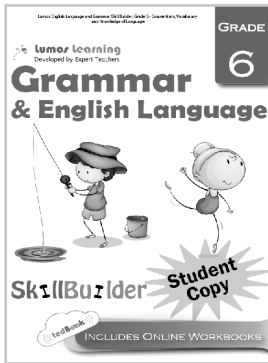
Common Core Standards Cross-reference Table

CCSS	Standard Description	Page No./ Question No.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	p3/1 to3; p4/4; p5/1; p6/2; p7/1, 2; p10/1; p13/1, 2; p19/5; p28/1 to 4; p29/5 to 7; p30/8
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	p6/3, 4; p7/3; p30/9; p31/10 to 12; p32/13 to 15; p33/16 to 18; p34/19 to 21; p35/22 to 24; p36/25
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	p6/5; p8/ 4 to 6; p11/ 1, 2; p12/3; p36/26, 27; p37/28
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	p12/2; p13/3; p14/4; p37/29, 30; p39/31 to 34, p40/35 to 38; p41/39 to 42; p42/43 to 46; p43/47 to 49; p44/50 to 52; p45/53, 54
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	p6/6; p8/7; p12/4, 5; p14/5, 6; p45/55; p46/56 to 58
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	p8/8; p14/7,8; p47/59 to 61; p48/62 to 64; p50/65, 66
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	p50/67; p51/68 to 70; p52/71 to 75; p53/76
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	p16/1, 2; p18/1 to 3; p20/1; p23/1, 2; p53/77 to 79
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	p24/1 to 3; p54/82 to 84, p55/85 to 87; p56/88
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	p16/2; p17/4; p19/4; p20/2; p21/3, 4; p23/3; p25/4; p54/80; p56/89
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	p56/90, 91; p57/92 to 95; p58/96 to 99
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	p21/5, 6; p58/100; p59/101, 102; p61/104, 105; p62/107 to 109



CCSS	Standard Description	Page No./ Question No.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	p17/5; p59/103, 104; p63/110, 111; p64/112, 113
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	p4/5; p54/81; p64/114; p65/115, 116; p66/117 to 119; p67/120 to 122
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	p68/123 to 126; p69/127, 128; p70/130 to 132

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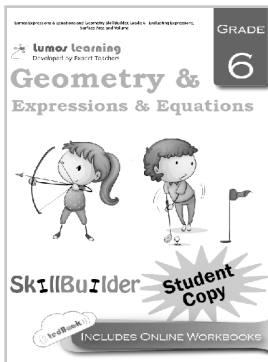
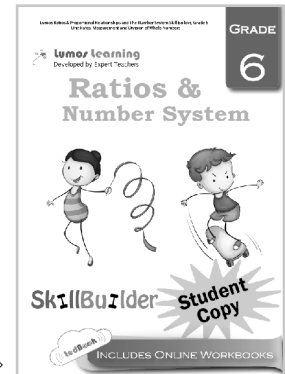


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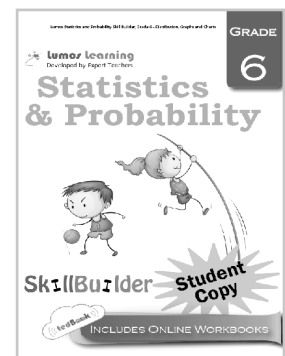


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