

## Chapter 1 : 6th Grade Cloze Worksheets - Printable Worksheets

*The reading comprehension passages below include sixth grade appropriate reading passages and related questions. Each worksheet also includes a cross-curricular focus on earth science, physical science, history, social sciences, or life sciences.*

It was the third time it had happened that month. Feeling very angered, Sean flicked a hungry Womp Rat that was chewing on his boots, thinking it would stop chewing and go away! A few moments later, he realized that his favorite double lightsaber was missing from his belt! Sean had known Fernando for 1. He was an intelligent Padawan though sometimes a little Sean called him anyway seeking answers, for the situation was urgent. Many scientists used to believe kittens licked your hand or face because they wanted you to pet them, wanted some lovin' or a meaty treat, but they found out they are really slow man-eaters! Why was Fernando trying to distract Sean and evade the topic with his bizarre hyperbole? Reluctantly, Fernando invited his Jedi master over to his new condo next to Yodas old place in the swamp. He asks him to stop off on his way and pick up some bananas, thinking that would buy him some time. He figured that if Sean used his Jedi mind tricks to get out of the detention cell, he had less than a few minutes before Sean would get there. He exhaled with relief. It was Master Jedi Sean! Meanwhile inside, Fernando was panicking. Not thinking, he tossed the lightsaber into a kitty liter box and then slid the box behind his purple hippopotamus lamp. Fernando was not pleased but at least the lightsaber was concealed. With a Jedi force push, Sean opened the door. Sean took a seat excruciatingly close to where Fernando had just hidden the double lightsaber behind the purple hippopotamus lamp. Fernando shuddered trying unsuccessfully to hide his nervousness. But Sean was distracted by his spidey senses. Sean slowly opened his mouth to speak. In a moment of disbelief, he realized that he had hidden the lightsaber right by his oscillating fan. He turned to notice a kitty liter box that seemed clearly out of place. Sean nodded with fake acknowledgement The lightsaber was plainly in view amongst the cat bandini. Sean grabbed the lightsaber and walked to the front door. Fernando let out an evil Sith like chuckle. Fernando always had a funny-smell about him, like old library books from his days in the Jolly Jedi Readers Society. As if it really mattered he gripped his lightsaber tightly and made a dash toward the window, diving headlong through the giant glass pane. Fernando looked on, blankly. The other side door was clearly open, you know. Fernando walked over to the broken window and looked down. Sean had severely hurt his hand and leg during the window jumping incident, and was starting to lose focus. One by one they jumped on top of Sean. Already weakened from his injury, Sean yielded to the furious onslaught and collapsed in a pile of fur. The last thing he saw before losing consciousness was a buzzing horde of Sith wookiees running off with his cherished lightsaber. Then He got in His troop carrier and jetted away with the determination of a 6-legged Nerfcats running from a long-haired Nerfcats Herder. Sean jumped with joy when he saw this. His precious lightsaber was safe. Sean was overjoyed and elated. And so, everyone except DarthFernando and his hungry South American man-eating kittens lived blissfully happily, forever after. How does the figurative language help or detract from the text? What might be an alternate title for the text? Who has not yet had a chance to speak? Is there something in the text that is unclear to you? What do they mean for you personally? Do you understand the text at a deeper level? How was the Socratic seminar process for examining a text? What was one thing you liked or disliked about the Socratic seminar process?

### Chapter 2 : The Olympics | 6th-8th Grade Printable Reading Comprehension Activity

*Close Reading promotes careful analysis of text while building the 21st century skills of critical thinking, collaboration, and communication. With the Close Read Passages, students read a short, engaging text multiple times.*

Yet how many people know how these games came about and why they were created? Why is there an Olympic torch? What does the flag with the colored rings represent? Looking back in time a few millennia can answer those questions. Athletes competed in running, long jump, shot put, javelin, boxing, and equestrian events. These ancient games coincided with a religious festival and were dedicated to the Olympian gods. They continued for almost twelve centuries until Emperor Theodosius banned them in AD due to their pagan nature. Though linked to the cult of Zeus, in reality, the aim of the games was more secular. The intent was to show off the physical strength of the youth and to encourage good relations among the city-states of Greece. The Olympics as we know them today have a similar purpose. That unity is the reason for the five interlocking rings on the Olympic flag. It was about years after the last Olympics that the ancient games were revived. Baron Pierre de Coubertin, a Frenchman dedicated to the promotion of physical education, was inspired to create a modern Olympic Games after he visited the ancient Olympic site. Coubertin eventually won the support of an athletic organization in Paris. They gave him their approval to form an International Olympic Committee. The first modern Olympic Games took place in Athens, Greece, in 1896. Since then, they have grown in size. What started in Athens with 43 events, athletes, and 13 countries returned to Athens in 1936 with nearly 11,000 athletes representing countries. Each Olympics since has been numbered, even when no actual games took place. The games were cancelled three times due to global conflicts. Even the opening and closing ceremonies have grown in size and scope. The first opening ceremony was in at the London Olympics. Host cities have been trying to outdo each other ever since. Interestingly, the Olympic torch was lit for the first time at the opening ceremony of the games in Germany. The ancient Greeks had a ritual fire for their games, but the idea of lighting a torch in Olympia and relaying it to the sight of the games actually belongs to Carl Diem. He was the chief organizer of the Berlin games. Hitler was skeptical of holding the games at first but became convinced that connecting the Third Reich to the grandeur of ancient Olympia was a good idea. Because of the massive devastation of World War II, the torch was not lit again until the games in London. The games have continued uninterrupted since 1948. A minor change did take place in when the timing of the Summer and Winter Olympic Games was changed so that they would not be held in the same year. They are now held separately, alternating every two years. It has served as a way to honor remarkable athleticism and to bring many nations together in the pursuit of something positive. The Olympic torch will most likely continue to be lit for some time to come.

**Chapter 3 : Sixth grade Lesson Close Reading | BetterLesson**

*READING BOOT CAMP is a highly effective RTI reading program! Building on the fundamental belief "ALL STUDENTS ARE GIFTED", the goal is to lift ALL students' ACADEMIC READING SKILLS by using evidence-based "Socratic" methods, teaching all students as adroit learners, having fun, setting S.M.A.R.T. goals, and differentiating through scaffolding and cooperative learning.*

He gets results by emphasizing reading and writing, and holds students responsible for the work assigned. All the students read the same challenging books, stories and poems; they spend a lot of time on vocabulary, take notes, identify the main chapter idea and write a chapter summary every day. They read about six challenging books a year Fortunately for his students, he puts them first and is determined that every student will make at least one year of progress in his class. Some students make spectacular gains in reading, writing or math. His Title I students perform as well as students in the nearby "rich" area with all top-rated schools. How do laws serve or harm justice? Why is the concept of blind justice important? The Logicians Refuted As rational, the human kind; Reason, they say, belongs to man, But let them prove it if they can. They never to the levee go To treat, as dearest friend, a foe: They never importune his grace, Nor ever cringe to men in place: Nor undertake a dirty job, Nor draw the quill to write for Bob. No judges, fiddlers, dancing-masters, Are known to honest quadrupeds; No single brute his fellow leads. But, both in malice and grimaces, A courtier any ape surpasses. Behold him, humbly cringing, wait Upon the minister of state; View him soon after to inferiors Aping the conduct of superiors; He promises with equal air, And to perform takes equal care. Thus, at the court, both great and small Behave alike, for all ape all. A Prisoner We had gone perhaps ten miles when the ground began to rise very rapidly. WCPM 44 In a short time we gained the foot of the mountains, and after traversing a narrow gorge came to an open valley, at the far extremity of which was a low table land upon which I beheld an enormous city. Toward this we galloped, entering it by what appeared to be a ruined roadway leading out from the city, but only to the edge of the table land, where it ended abruptly in a flight of broad steps. WCPM Upon closer observation I saw as we passed them that the buildings were deserted, and while not greatly decayed had the appearance of not having been tenanted for years, possibly for ages. Toward the center of the city was a large plaza, and upon this and in the buildings immediately surrounding it were camped some nine or ten hundred creatures of the same breed as my captors, for such I now considered them despite the suave manner in which I had been trapped. WCPM With the exception of their ornaments all were unclothed. The women varied in appearance but little from the men, except that their tusks were much larger in proportion to their height, in some instances curving nearly to their high-set ears. Their bodies were smaller and lighter in color, and their fingers and toes bore the rudiments of nails, which were entirely lacking among the males. The adult females ranged in height from ten to twelve feet. WCPM What was the state of the dwellings in the city, particularly the state of habitation? The dwellings seem to have recent tenants. The dwellings are inhabited and in pristine condition. The city is slightly damaged with no apparent habitation. I knew that I was on Mars; not once did I question either my sanity or my wakefulness. I was not asleep, no need for pinching here; my inner consciousness told me as plainly that I was upon Mars as your conscious mind tells you that you are upon Earth. You do not question the fact; neither did I. I found myself lying prone upon a bed of yellowish, moss-like vegetation which stretched around me in all directions for interminable miles. I seemed to be lying in a deep, circular basin, along the outer verge of which I could distinguish the irregularities of low hills. WCPM It was midday, the sun was shining full upon me and the heat of it was rather intense upon my unclothed body, yet no greater than would have been true under similar conditions on an Arizona desert. Here and there were slight outcroppings of quartz-bearing rock which glistened in the sunlight; and a little to my left, perhaps a hundred yards, appeared a low, walled enclosure about four feet in height. No water, and no other vegetation than the moss was in evidence, and as I was somewhat thirsty I determined to do a little exploring. WCPM Springing to my feet I received my first Martian surprise, for the effort, which on Earth would have brought me standing upright, carried me into the Martian air to the height of about three yards. I alighted softly upon the ground, however, without appreciable shock or jar. Now commenced a series of

evolutions which even then seemed ludicrous in the extreme. I found that I must learn to walk all over again, as the muscular exertion which carried me easily and safely upon Earth played strange antics with me upon Mars. The rocks are shimmering and covered with moss. The terrain is arid and hot with no deciduous flora. The land looks like Arizona with cacti and large rock outcroppings. Around the World in 80 Days: Among the passengers were a number of officers, Government officials, and opium and indigo merchants, whose business called them to the eastern coast. Passepartout rode in the same carriage with his master, and a third passenger occupied a seat opposite to them. Sir Francis was a tall, fair man of fifty, who had greatly distinguished himself in the last Sepoy revolt. He made India his home, only paying brief visits to England at rare intervals; and was almost as familiar as a native with the customs, history, and character of India and its people. He was at this moment calculating in his mind the number of hours spent since his departure from London, and, had it been in his nature to make a useless demonstration, would have rubbed his hands for satisfaction. Indeed, it was all so simple that Fix and Passepartout felt their hearts beating as if they would crack. They were listening for the whistle agreed upon, when suddenly savage cries resounded in the air, accompanied by reports which certainly did not issue from the car where the duelists were. The reports continued in front and the whole length of the train. Cries of terror proceeded from the interior of the cars. Fogg, revolvers in hand, hastily quitted their prison, and rushed forward where the noise was most clamorous. They then perceived that the train was attacked by a band of Sioux. A hundred of them had, according to their habit, jumped upon the steps without stopping the train, with the ease of a clown mounting a horse at full gallop. WCPM The Sioux were armed with guns, from which came the reports, to which the passengers, who were almost all armed, responded by revolver-shots. WCPM The Indians had first mounted the engine, and half stunned the engineer and stoker with blows from their muskets. A Sioux chief, wishing to stop the train, but not knowing how to work the regulator, had opened wide instead of closing the steam-valve, and the locomotive was plunging forward with terrific velocity. Without getting into those rumors that upset civilians in the seaports and deranged the public mind even far inland, it must be said that professional seamen were especially alarmed. Traders, shipowners, captains of vessels, skippers, and master mariners from Europe and America, naval officers from every country, and at their heels the various national governments on these two continents, were all extremely disturbed by the business. If it was a cetacean, it exceeded in bulk any whale previously classified by science. Contrived at the rear of the dining room, a double door opened, and I entered a room whose dimensions equaled the one I had just left. It was a library. Tall, black-rosewood bookcases, inlaid with copperwork, held on their wide shelves a large number of uniformly bound books. These furnishings followed the contours of the room, their lower parts leading to huge couches upholstered in maroon leather and curved for maximum comfort. Light, movable reading stands, which could be pushed away or pulled near as desired, allowed books to be positioned on them for easy study. Electric light flooded this whole harmonious totality, falling from four frosted half globes set in the scrollwork of the ceiling. WCPM "Captain Nemo," I told my host, who had just stretched out on a couch, "this is a library that would do credit to more than one continental palace, and I truly marvel to think it can go with you into the deepest seas. You own 6, or 7, volumes here. But I was done with the shore the day my Nautilus submerged for the first time under the waters. In any event, professor, these books are at your disposal, and you may use them freely. So this was the submerged region that had existed outside Europe, Asia, and Libya, beyond the Pillars of Hercules, home of those powerful Atlantean people against whom ancient Greece had waged its earliest wars! His dialogues Timaeus and Critias were drafted with the poet and legislator Solon as their inspiration, as it were. WCPM One day Solon was conversing with some elderly wise men in the Egyptian capital of Sais, a town already 8, years of age, as documented by the annals engraved on the sacred walls of its temples. One of these elders related the history of another town 1, years older still. This original city of Athens, ninety centuries old, had been invaded and partly destroyed by the Atlanteans. Their dominion extended even to Egypt. They tried to enforce their rule as far as Greece, but they had to retreat before the indomitable resistance of the Hellenic people. A cataclysm occurred--floods, earthquakes. A single night and day were enough to obliterate this Atlantis, whose highest peaks Madeira, the Azores, the Canaries, the Cape Verde Islands still emerge above the waves. No words could tell it. I describe my despair would be impossible. I was buried alive, with the prospect before me of

dying of hunger and thirst. Mechanically I swept the ground with my hands. How dry and hard the rock seemed to me! But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears. At the moment when I left the right road I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach, following the caprice of another incline, had gone with my companions away into unknown depths. There was not a trace of their footsteps or of my own, for the foot left no mark upon the granite floor. I racked my brain for a solution of this impracticable problem. One word described my position. Lost at an immeasurable depth! Thirty leagues of rock seemed to weigh upon my shoulders with a dreadful pressure. I tried to carry back my ideas to things on the surface of the earth. I could scarcely succeed.

### Chapter 4 : IRCMS - Fifth Grade Reading Passages

*Improve your students' reading comprehension with ReadWorks. Access thousands of high-quality, free K articles, and create online assignments with them for your students.*

These options are now available after you create your worksheet. Yes, you can make paragraphs! Just use the space provided for the sentence and enter your entire paragraph. Just add another nonsensical sentence using only the extra words - then click them ALL over to the word bank. How do I do this? Just separate the punctuation from the word with a space when entering your sentence. The punctuation will then be able to be selected separately from the word. This can also be done in reverse! Leave the space before all punctuation, and then select the punctuation to be removed from the sentence to help with proper punctuation placement worksheets! Can I make a PDF and store this on my computer? You will be given new options on "where to save" your new PDF. Can I put this worksheet on my website? Can I put this worksheet in my book? Please read our Terms of Use In general, you are allowed to make copies for classroom or home use only, provided you do not remove the citation on the copies. Just let us know in the comment box at the bottom of this page! Please leave your comments below, and tell your friends and co-workers about us! Please give us feedback on our Worksheets! If advertisements are causing any problems, please email us screenshots and browser used! Are these worksheets helpful? What can we do to make them better? What other worksheets would help you? If you get a chance, please tell a friend! We offer many other educational puzzles. All Rights Reserved Login.

## Chapter 5 : Teach Close Reading With These 10 Ideas - WeAreTeachers

*Designed for grade 6. 11 pages; word processor required. "The Wind" by James Reeves Young students will read closely and critically in order to comprehend complex literary text. They search for meaning in the figurative language and rich vocabulary of a poem.*

Samantha Cleaver on July 26, Good news. The trick is how to spice it up so that students are applying close reading skills without getting bored. Here are 10 ways to innovate your lessons. Go beyond PIE At some point during reading, students should be thinking about what the author did and why. Talk about sign posts. This display brings that concept to life in a classroom. Try close reading song lyrics. The principles behind close reading can be applied to media, songs and videos too. In this blog post, first grade teacher Jessica Tobin explains how she breaks the process of close reading into a four-day lesson, with students keeping track of their progress along the way. Model close reading using this excellent snapguide. This snapguide is a great resource for teachers and students alike. Try close reading images. Use cartoons or images to introduce the process, or challenge students to think about how close reading and the thinking that goes into it can be applied another way. Use an Article of the Week with older students. Check out this method from Carrie Deahl that maximizes the weekly articles. Have groups of students work together. Teaching in Room 6 shares an idea for making close reading even more collaborative with text-based opinion posters. Get students up and moving around by posting a text to close read on a whiteboard or table for them to work on. Increase the text complexity. If you want to bring your close reading lessons to the next level, challenge students by increasing the ideas that are presented in the text they read. Do an author study. Author studies, like this example from Teaching in Room 6 , are a great way to see themes and analyze how a writer approaches language. Plus, what is close reading, anyway?

## Chapter 6 : Reading Sage: Fluency Drills: 6th Grade

*6th Grade Cloze. Showing top 8 worksheets in the category - 6th Grade Cloze. Some of the worksheets displayed are Grade 6 reading practice test, Cloze activity work, Grade 6 english language arts practice test, 6th grade common core reading literature activities, Sixth grade plate tectonics, Comprehension skills, Oqbwqs 0y.*

## Chapter 7 : Close Reading Passages | Life in Fifth Grade

*Evidence Based Terms Anchor Chart for Constructed Response Find this Pin and more on 6th Grade Close Reading by Heather Bartol. Evidence Based Terms - Anchor Chart with example sentences to show students how to refer to the text when answering questions.*

## Chapter 8 : Adjective Worksheets for Elementary School - Printable & Free | K5 Learning

*The Olympics Games capture the whole world's attention every four years. Students will read a passage about the history of the Olympics and will answer questions about main idea, making inferences, author's point of view, context clues and word choice.*

## Chapter 9 : Close Reading of Literary Texts - ReadWriteThink

*Fifth Grade Reading Passages. Adobe PDF Files. The Seven Ancient Wonders of the World The Monster in the Barn Whales and Fish: Creatures of the Deep The Butterfly.*