

6th Grade Summer ELA Packet

Grammar, Vocabulary & Sentence Construction

Name: _____ Date: _____

Welcome, 6th Grader!

This packet is designed to keep your English Language Arts skills sharp over the summer. Work through each section carefully, and remember — great writers are also great thinkers! Take your time, have fun, and challenge yourself.

How to use this packet:

- Complete one or two sections each week.
- Use a dictionary when you need help with vocabulary.
- Read your answers aloud to check for clarity.

SECTION 1: PARTS OF SPEECH REVIEW

Lesson: Nouns, Verbs, Adjectives & Adverbs

Nouns name a person, place, thing, or idea.

Verbs show action or a state of being.

Adjectives describe nouns.

Adverbs describe verbs, adjectives, or other adverbs.

Example:

> *The curious student quietly read the ancient book.*

> - **curious** = adjective (describes student)

> - **student** = noun

> - **quietly** = adverb (describes read)

> - **read** = verb

> - **ancient** = adjective (describes book)

> - **book** = noun

Exercise 1A: Identify the Part of Speech

Directions: Underline the word in parentheses and write its part of speech on the line provided (noun, verb, adjective, or adverb).

1. The (golden) leaves fell from the tall oak tree. _____
2. She (sprinted) across the field toward the finish line. _____
3. The music played (softly) in the background of the café. _____
4. My (grandmother) bakes the most delicious pies every Sunday. _____
5. He was (nervous) before the big speech competition. _____
6. The puppy (barked) at every car that passed the house. _____
7. She (always) finishes her homework before dinner. _____
8. The (ocean) sparkled under the bright summer sun. _____

Exercise 1B: Fill in the Blank

Directions: Complete each sentence by writing the correct part of speech indicated in brackets.

1. The [adjective] _____ dog ran through the [adjective] _____ park.
2. My best friend [verb] _____ basketball every afternoon.
3. She spoke [adverb] _____ so everyone could hear her speech.
4. The [noun] _____ on the shelf belonged to my older sister.
5. We [verb] _____ all the way to the corner store without stopping.

SECTION 2: PRONOUNS & ANTECEDENTS

Lesson: Pronoun-Antecedent Agreement

A **pronoun** takes the place of a noun. The noun the pronoun replaces is called the **antecedent**. Pronouns must agree with their antecedents in number (singular/plural) and gender.

Correct: *Marcus forgot his backpack at school.*

Incorrect: *Marcus forgot their backpack at school.*

Singular pronouns: he, she, it, him, her, his, hers, its

Plural pronouns: they, them, their, theirs

Exercise 2A: Choose the Correct Pronoun

Directions: Circle the pronoun that correctly agrees with the antecedent.

1. The students turned in (his/their) assignments before the bell rang.
2. Jasmine forgot (her/their) lunch at home this morning.
3. The dog wagged (its/their) tail happily when (it/they) saw the leash.
4. Both brothers practiced (his/their) instruments every evening.
5. Each player must bring (her/their) own water bottle to the game.
6. The team celebrated (its/their) first victory of the season.
7. Neither of the girls remembered (her/their) permission slip.
8. My cousin left (his/their) phone on the bus this morning.

Exercise 2B: Rewrite the Sentence

Directions: Rewrite each sentence to correct the pronoun-antecedent error.

1. Every student should bring their pencil to the test.

2. The class raised their hand to answer the question.

3. Marcus and Deja finished their project on time.

SECTION 3: VOCABULARY — CONTEXT CLUES

Lesson: Using Context Clues

When you encounter an unfamiliar word, use **context clues** — the words and sentences around it — to figure out the meaning.

Types of context clues:

Definition clue: The meaning is stated directly. (*Dehydrated, or lacking water, can be dangerous in summer.*)

Example clue: Examples help clarify the word. (*She enjoyed many pastimes, such as reading, painting, and hiking.*)

Contrast clue: An opposite meaning is given. (*Unlike his boisterous brother, Marcus was very quiet.*)

Exercise 3A: Vocabulary in Context

Directions: Read each sentence. Use context clues to determine the meaning of the bold word. Write the meaning on the line.

1. The **famished** hikers had not eaten since early morning, so they devoured every bite of their meal.

famished means: _____

2. The scientist made a **meticulous** inspection, checking every small detail twice before publishing her results.

meticulous means: _____

3. Unlike the **tranquil** countryside, the city was loud, busy, and always full of noise.

tranquil means: _____

4. The old barn was **dilapidated**, with broken windows, a sagging roof, and rotting wood.

dilapidated means: _____

5. She gave an **eloquent** speech — her words were clear, powerful, and beautifully arranged.

eloquent means: _____

6. The toddler was **inquisitive**, always asking "why" and exploring every corner of the room.

inquisitive means: _____

Exercise 3B: Vocabulary Word Bank

Word Bank: *persistent, consequence, adequate, flourish, obstacle*

Directions: Use the correct vocabulary word to complete each sentence.

1. Despite many challenges, the young athlete remained _____ and never gave up training.
2. The garden began to _____ once it received enough water and sunlight.
3. Staying up too late had a _____ — she was exhausted at school the next morning.
4. The fallen tree was an _____ in the middle of the hiking trail.
5. The shelter provided _____ food and water for all the animals.

SECTION 4: SENTENCE TYPES & STRUCTURE

Lesson: The Four Types of Sentences

| Type | Purpose | Punctuation | Example |

|-----|-----|-----|-----|

| Declarative | States a fact | Period (.) | The summer heat was intense. |

| Interrogative | Asks a question | Question mark (?) | Did you finish your book? |

| Imperative | Gives a command | Period or (!) | Please close the window. |

| Exclamatory | Shows strong emotion | Exclamation mark (!) | That sunset was breathtaking! |

Exercise 4A: Identify the Sentence Type

Directions: Write the type of sentence on the line (declarative, interrogative, imperative, or exclamatory).

1. What time does the library close on Sundays? _____
2. The butterfly landed gently on the sunflower. _____
3. I cannot believe we actually won the championship! _____
4. Please hand me that book from the top shelf. _____
5. My older sister graduated from high school last spring. _____
6. Turn off the lights when you leave the room. _____
7. How did you learn to play the guitar so well? _____
8. That roller coaster was the most thrilling ride of my life! _____

Exercise 4B: Write Your Own Sentences

Directions: Write one sentence of each type about the topic of *summer vacation*.

1. **Declarative:** _____

2. Interrogative: _____

3. Imperative: _____

4. Exclamatory: _____

SECTION 5: SIMPLE, COMPOUND & COMPLEX SENTENCES

Lesson: Sentence Structures

A **simple sentence** has one independent clause.

> *The dog ran across the yard.*

A **compound sentence** joins two independent clauses with a coordinating conjunction (FANBOYS: For, And, Nor, But, Or, Yet, So).

> *The dog ran across the yard, and the cat hid under the porch.*

A **complex sentence** contains one independent clause and one or more dependent clauses (introduced by subordinating conjunctions: because, although, when, after, since, if, while, before, unless).

> *Because it was raining, the dog stayed inside.*

Exercise 5A: Label the Sentence Structure

Directions: Write S (simple), CP (compound), or CX (complex) on the line.

1. She read her book quietly in the corner. _____
2. I wanted to go outside, but it started to rain. _____
3. After she finished dinner, she called her best friend. _____
4. The library is open until 8:00 PM on weekdays. _____
5. Although he was nervous, he delivered a confident speech. _____
6. Marcus played soccer, and Deja practiced volleyball. _____
7. The moon rose slowly over the quiet neighborhood. _____
8. We can take the bus, or my mom can drive us to the mall. _____

Exercise 5B: Combine the Sentences

Directions: Combine each pair of simple sentences into one compound or complex sentence. Use the conjunction provided in brackets.

1. She was tired. She finished the entire book. [but]

2. It was a hot day. We decided to go to the pool. [so]

3. He practiced every day. He wanted to make the team. [because]

4. She set her alarm early. She would not be late for camp. [so that]

SECTION 6: PUNCTUATION REVIEW

Lesson: Commas, Apostrophes & Quotation Marks

Commas are used:

In a series of three or more items: *I bought apples, oranges, and mangoes.*

After an introductory clause: *After the game, we went for pizza.*

Before a coordinating conjunction in a compound sentence: *I wanted to go, but I was tired.*

Apostrophes are used:

In contractions: *don't (do not), they're (they are)*

To show possession: *Marcus's book, the girls' locker room*

Quotation marks are used:

Around exact words a speaker says: *"I'll be home by six," she promised.*

Exercise 6A: Add the Missing Punctuation

Directions: Add the missing commas, apostrophes, or quotation marks where needed.

1. After we finished dinner we took a long walk around the neighborhood.
2. I cant believe school is starting next week said Maya.

3. The teachers classroom was full of colorful posters and inspiring quotes.
4. She packed her towel sunscreen and water bottle for the beach.
5. Ill meet you at the park when Im done with practice he said.
6. The dogs leash was tangled around the old oak tree in the yard.
7. We visited Atlanta Georgia Chicago Illinois and Baltimore Maryland last summer.
8. Dont forget to bring your permission slip or you wont be able to go on the trip.

Exercise 6B: Correct the Errors

Directions: Rewrite each sentence with correct punctuation.

1. Were going to my aunts house for the fourth of July celebration.

2. She whispered I have a surprise for you but you have to wait.

SECTION 7: READING & WRITING CONNECTION

Passage: "The Summer the Lights Came On"

Read the following passage carefully. Answer the questions that follow using complete sentences.

> It was the summer before seventh grade when Amara discovered the community library on the corner of Fifth and Jefferson. She had passed it a hundred times but never thought to go inside. One rainy Tuesday afternoon, with nothing else to do, she pushed open the heavy wooden door.

>

> The smell hit her first — old paper and something sweet, like vanilla. Tall shelves stretched from floor to ceiling, packed with books of every color and size. A woman with silver locs and bright eyes looked up from the front desk.

>

> "First time?" the librarian asked, smiling.

>

> Amara nodded, suddenly feeling both small and brave at the same time.

>

> "Good," said the librarian. "Every great reader starts exactly where you're standing."

>

> That summer, Amara read fourteen books. By the time school started in September, she wasn't just reading differently — she was thinking differently, too.

Exercise 7A: Comprehension Questions

Directions: Answer each question in one or two complete sentences.

1. What event caused Amara to visit the library for the first time?

2. How does the author describe the smell of the library? Why do you think the author included this detail?

3. What does the phrase "feeling both small and brave at the same time" suggest about how Amara feels?

4. What changed for Amara by the end of summer? Use evidence from the text.

Exercise 7B: Sentence Construction — Show, Don't Tell

Good writers show emotions and experiences rather than simply telling them.

Telling: *She was happy.*

Showing: *A wide grin spread across her face, and she jumped up from her chair, laughing out loud.*

Directions: Rewrite each "telling" sentence as a "showing" sentence. Use at least two descriptive details.

1. He was scared.

2. The food was delicious.

ANSWER KEY — 6th Grade Summer ELA Packet

(For Parent/Guardian Use)

Exercise 1A: 1. adjective 2. verb 3. adverb 4. noun 5. adjective 6. verb 7. adverb 8. noun

Exercise 1B: Answers will vary. Accept any appropriate word for the part of speech indicated.

Exercise 2A: 1. their 2. her 3. its/it 4. their 5. her/their (either is acceptable) 6. its 7. her 8. his

Exercise 3A: 1. very hungry 2. extremely careful and precise 3. peaceful and calm 4. run-down; in poor condition 5. well-spoken; expressive and clear 6. curious; eager to learn

Exercise 3B: 1. persistent 2. flourish 3. consequence 4. obstacle 5. adequate

Exercise 4A: 1. interrogative 2. declarative 3. exclamatory 4. imperative 5. declarative 6. imperative 7. interrogative 8. exclamatory

Exercise 5A: 1. S 2. CP 3. CX 4. S 5. CX 6. CP 7. S 8. CP

Exercise 6A: 1. After we finished dinner, we took... 2. "I can't believe school is starting next week," said Maya. 3. teacher's 4. towel, sunscreen, and water bottle 5. "I'll meet you at the park when I'm done with practice," he said. 6. dog's 7. Atlanta, Georgia; Chicago, Illinois; and Baltimore, Maryland 8. Don't...or you won't

Exercise 7A: Answers will vary. Accept well-supported, complete-sentence responses.

Exercise 7B: Answers will vary. Accept responses with two or more specific sensory details.

Aligned with Pennsylvania Core Standards for ELA — Grade 6

Developed for Summer Academic Enrichment