

Correlations between

**Colorado English Language Arts Standards
for Grades 5 and 6**

and

Seeds of Science/Roots of Reading[®]

Integrated Science and Literacy Units

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity & Magnetism
Light Energy
Weather & Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

Fall 2009

Colorado English/Language Arts Standards – 5th-6th Grade

Colorado English/Language Arts Standards – 5 th -6 th Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
STANDARD 1: Students read and understand a variety of materials												
Use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
STANDARD 2: Students write and speak for a variety of purposes and audiences.												
Write stories, letters, and reports with greater detail and supporting material	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Choose vocabulary and figures of speech that communicate clearly	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Draft, revise, edit, and proofread for a legible final copy	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking Incorporate source materials into their speaking and writing (for example, interviews, news articles, encyclopedia information)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Write and speak in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Recognize stylistic elements such as voice, tone, and style	●	●	●	●	●	●	●	●	●	●	●	●
STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.												
Identify the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections	●	●	●	●	●	●	●	●●	●	●	●	●
Use correct pronoun case, regular and irregular noun and verb	●	●	●	●	●	●	●	●	●	●	●	●

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forms, and subject-verb agreement involving comparisons in writing and speaking												
Use modifiers, homonyms, and homophones in writing and speaking	●	●	●	●	●	●	●	●	●	●	●	●
Use simple, compound, complex, and compound/complex sentences in writing and speaking	●	●	●	●	●	●	●	●	●	●	●	●
Punctuate and capitalize titles and direct quotations, using possessives, and correct paragraphing in writing	●	●	●	●	●	●	●	●	●	●	●	●
Use prefixes, root words, and suffixes correctly in writing and speaking	●	●	●	●	●	●	●	●	●	●	●	●
Expand spelling skills to include more complex words	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrate use of conventional spelling in their published works	●	●	●	●	●	●	●	●	●	●	●	●
Use resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.	●	●	●	●	●	●	●	●	●	●	●	●
STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing												
Recognize an author's or speaker's point of view and purpose, separating fact from opinion	●	●	●	●	●	●	●	●	●●	●●	●●	●●
Use reading, writing, speaking, listening, and viewing skills to solve problems and answer questions	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Make predictions, draw conclusions, and analyze what they read, hear, and view	●	●	●	●	●	●	●	●	●●	●●	●●	●●
Recognize, express, and defend a point of view orally in an articulate manner and in writing												
Determine literary quality based on elements such as the author's use of vocabulary, character development, plot development,												

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description of setting, and realism of dialogue.												
STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.												
Use organizational features of printed text such as prefaces, afterwords, and appendices	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Use organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media CD-ROM, laser disc), and library and interlibrary catalog databases												
Locate and select relevant information	●●	●●	●●	●●	●●	●●	●●	●●	●●●	●●●	●●●	●●
Use available technology to research and produce an end-product that is accurately documented	●	●	●	●	●	●	●	●	●	●	●	●
Give credit for borrowed information in a bibliography												
STANDARD 6: Students read and recognize literature as a record of human experience.												
Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar												
Distinguish the elements that characterize and define a literary "classic"												
Compare the diverse voices of our national experience as they read a variety of United States literature												
Use literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative	●	●	●	●	●	●	●	●	●	●	●	●

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language												
Use new vocabulary from literature in other context	● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●	●

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