

Correlation of
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

with the Common Core Standards for
English Language Arts Standards
for Grade 6

Created July 2010



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CORE English/Language Arts Standards – 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 Changes
READING: INFORMATIONAL TEXT												
Key Ideas and Details												
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					● ● ●	● ● ●	● ●	● ●	● ● ●	● ●	● ● ●	● ●
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.					● ● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●
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).					● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●
Craft and Structure												
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.					● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●
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.					● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.					●	●	●	●	●	●	●	●
Integration of Knowledge and Ideas												

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7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.					●●	●●●	●●	●●	●●●	●●●	●●●	●●●
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.					●●●	●●●	●●	●●	●●●	●●	●●	●●
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).					●	●	●	●	●	●	●	●
Range of Reading and Level of Text Complexity												
10. By the end of the year, read and comprehend literary nonfiction <i>in the grades 6–8 text complexity band</i> proficiently, with scaffolding as needed at the high end of the range.					●●	●●	●●	●●	●●	●●	●●	●●
WRITING												
Text Types and Purposes												

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<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ○ Introduce claim(s) and organize the reasons and evidence clearly. ○ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ○ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from the argument presented. 	[Hatched Area]				●●	●●	●	●	●●●	●	●●●	●
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding 	[Hatched Area]				●●	●●	●●	●●	●	●●●	●	●●●

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<p>comprehension.</p> <ul style="list-style-type: none"> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	[Hatched Area]											
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or 	[Hatched Area]											

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setting to another. <ul style="list-style-type: none"> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 												
Production and Distribution of Writing												
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					●●	●●	●●	●●	●●	●●	●●	●●
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.					●	●	●	●	●	●	●	●
Research to Build and Present Knowledge												

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7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.					●●●	●●●	●●	●●	●●	●●●	●●	●●●
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.					●	●	●	●	●	●	●	●
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”). Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”). 					●●	●●	●●	●●	●●	●●	●●	
Range of Writing												
10. Write routinely over extended time frames (time for					●●	●●	●●	●●	●●●	●●●	●●●	●●●

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research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.												
SPEAKING & LISTENING												
Comprehension and Collaboration												
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 					●●	●●	●●	●●	●●	●●	●●	●●

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2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.					●●	●●	●●	●●	●●	●●	●●	●●
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.					●●	●●	●●	●●	●●	●●	●●	●●
Presentation of Knowledge and Ideas												
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.					●●	●●	●●	●●	●●	●●	●●	●●●
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.					●●	●●	●●	●●	●●	●●	●●	●●
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					●●	●●	●●	●●	●●●	●●●	●●●	●●●
LANGUAGE												
Conventions of Standard English												
1. Demonstrate command of the conventions of					●	●	●	●	●	●	●	●

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<p>standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). • Recognize and correct inappropriate shifts in pronoun number and person.* • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	[Hatched Area]											
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* • Spell correctly. 	[Hatched Area]				●	●	●	●	●	●	●	
Knowledge of Language												

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<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ○ Vary sentence patterns for meaning, reader/listener interest, and style.* ○ Maintain consistency in style and tone.* 					●	●	●	●	●	●	●	●
Vocabulary Acquisition and Use												
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based <i>on grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a 					●●	●●	●●	●●	●●	●●	●●	●●

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word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).												
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification) in context. • Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 												
6. Acquire and use accurately <i>grade-appropriate</i> general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.					●●	●●	●●	●●	●●	●●	●●	●●
SCIENCE & TECHNICAL SUBJECTS												
READING												
Key Ideas and Details												

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1. Cite specific textual evidence to support analysis of science and technical texts.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.					●●●	●●	●●	●●	●●	●●	●●	●●
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.					●	●	●	●	●	●	●	●●●
Craft and Structure												
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .					●●	●●	●●	●●	●●	●●	●●	●●
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.					●●	●●	●●	●●	●●	●●	●●	●●
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.					●	●	●	●	●	●	●	●
Integration of Knowledge and Ideas												
7. Integrate quantitative or technical information expressed in words in a text with a version of that					●●	●●●	●●	●●	●●●	●●●	●●●	●●●

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information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).												
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.					●●	●●	●●	●●	●●	●●	●●	●●
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.					●●	●●	●●	●●	●●	●●	●●	●●
Range of Reading and Level of Text Complexity												
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.					●●	●●	●●	●●	●●	●●	●●	●●
WRITING												
Text Types and Purposes												
1. Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and 					●●	●●	●	●	●●	●	●●	●

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<p>clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 												
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation 					●●	●●	●●	●●	●	●●	●	●●

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presented.												
<p>3. (See note; not applicable as a separate requirement) NOTE: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>												
Production and Distribution of Writing												
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.					●●	●●	●●	●●	●●	●●	●●	●●
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.					●	●	●	●	●	●	●	●
Research to Build and Present Knowledge												
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of					●●	●●●	●●	●●	●●	●●●	●●	●●●

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exploration.												
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					●	●	●	●	●	●	●	●
9. Draw evidence from informational texts to support analysis reflection, and research.					●●	●●	●●	●●	●●	●●	●●	●●
Range of Writing												
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

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