

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

Light Energy
Weather and Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

with the State of Massachusetts
English Language Arts Education Standards
for Grade 6
Created April 2009



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Massachusetts English/Language Arts Standards – 6th Grade

Massachusetts English/Language Arts Standards – 6 th Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
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Language (Continue to address earlier standards as needed.) Standard 1: Discussion - Students will use agreed-upon rules for informal and formal discussions in small and large groups.												
1.3 : Apply understanding of agreed-upon rules and individual roles in order to make decisions.					●●	●●	●●	●●	●●	●●	●●	●●
Standard 2: Questioning, Listening, and Contributing - Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.												
2.3: Gather relevant information for a research project or composition through interviews.												
Standard 3: Oral Presentation - Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.												
3.8: Give oral presentations for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.										●●		●●
3.9: Use teacher-developed assessment criteria to prepare their presentations.										●		●
Standard 4: Vocabulary and Concept Development - Students will understand and acquire new vocabulary and use it correctly in reading and writing.												
4.17: Determine the meaning of unfamiliar words using context clues (<i>definition, example</i>).					●	●	●	●	●	●	●	●
4.18: Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.						●				●		●
4.19: Determine pronunciations, meanings, alternate word choices,					●	●	●	●	●	●	●	●

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and parts of speech of words using dictionaries and thesauruses.												
Standard 5: Structure and Origins of Modern English - Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.												
5.9: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).						●		●		●		
5.10: Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).					●	●	●	●	●●	●●	●	●
5.11: Identify verb phrases and verb tenses.					●	●	●	●	●	●	●	●
5.12: Recognize that a word performs different functions according to its position in the sentence.												
5.13: Identify simple and compound sentences.					●	●	●	●	●	●	●	●
5.14: Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).					●	●	●	●	●	●	●	●
Standard 6: Formal and Informal English - Students will describe, analyze, and use appropriately formal and informal English.												
6.4: Demonstrate through role-playing appropriate use of formal and informal language.					●	●	●	●	●	●	●	●
6.5: Write stories using a mix of formal and informal language.												
6.6: Identify differences between oral and written language patterns.					●	●	●	●	●	●	●	●
Reading and Literature												
Standard 7: Beginning Reading - Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.												

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The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.					●	●	●	●	●	●	●	●
Standard 8: Understanding a Text - Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (For vocabulary and concept development see General Standard 4.)												
For imaginative/literary texts: 8.19: Identify and analyze sensory details and figurative language.												
For imaginative/literary texts: 8.20: Identify and analyze the author’s use of dialogue and description.												
For informational/expository texts: 8.21: Recognize organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>).					●	●	●	●	●	●	●	●
For informational/expository texts: 8.22: Identify and analyze main ideas, supporting ideas, and supporting details.					●●	●●	●●	●●	●●	●●	●●	●●
Standard 9: Making Connections - Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context historical background.												
9.4: Relate a literary work to information about its setting.												
Standard 10: Genre - Students will identify, analyze, and apply knowledge of the characteristics of different genres.												
10.3: Identify and analyze the characteristics of various genres (<i>poetry, fiction, nonfiction, short story, dramatic literature</i>) as forms with distinct characteristics and purposes.					●●	●●	●	●●	●●	●●	●	●●
Standard 11: Theme - Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.												

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11.3: Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.												
Standard 12: Fiction - Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.												
12.3: Identify and analyze the elements of setting, characterization, and plot (including conflict).												
Standard 13: Nonfiction - Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.												
13.13: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).					●●	●●	●●	●●	●●	●●	●●	●●
13.14: Identify and use knowledge of common graphic features (<i>charts, maps, diagrams, captions, illustrations</i>).					●●	●●●	●●	●●	●●	●●	●●	●●
13.15: Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).					●	●	●	●	●	●	●	●
13.17: Identify and analyze main ideas, supporting ideas, and supporting details.					●●	●●	●●	●●	●●	●●	●●	●●
Standard 14: Poetry - Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (<i>See also Standard 15.</i>)												
14.3: Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: • sound (<i>alliteration, onomatopoeia, rhyme scheme</i>); • figurative language (<i>personification, metaphor, simile,</i>												

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<i>hyperbole</i>); and • graphics (capital letters, line length).												
Standard 15: Style and Language - Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (See also Standard 14.)												
15.3: Identify imagery, figurative language, rhythm, or flow when responding to literature.												
15.4: Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.												
Standard 16: Myth, Traditional Narrative, and Classical Literature - Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.												
16.7: Compare traditional literature from different cultures.												
16.8: Identify common structures (<i>magic helper, rule of three, transformation</i>) and stylistic elements (<i>hyperbole, refrain, simile</i>) in traditional literature.												
Standard 17: Dramatic Literature - Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. (See also Standards 12, 18, 27, and the Theatre Strand of the Arts Curriculum Framework.)												
17.3: Identify and analyze structural elements particular to dramatic literature (<i>scenes, acts, cast of characters, stage directions</i>) in the plays they read, view, write, and perform.												
17.4: Identify and analyze the similarities and differences between a narrative text and its film or play version.												
Standard 18: Dramatic Reading and Performance - Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose. (See also Standards 17, 19, 27, and the Theatre Strand of the Arts Curriculum Framework.)												
18.3: Develop characters through the use of basic acting skills												

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<i>(memorization, sensory recall, concentration, diction, body alignment, expressive detail)</i> and self-assess using teacher-developed criteria before performing.												
Composition												
Standard 19: Writing - Students will write with a clear focus, coherent organization, and sufficient detail.												
For imaginative/literary writing:* 19.14: Write stories or scripts containing the basic elements of fiction (<i>characters, dialogue, setting, plot with a clear resolution</i>).												
For imaginative/literary writing:* 19.15: Write poems using poetic techniques (<i>alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>capital letters, line length</i>).												
For informational/expository writing: 19.16: Write brief research reports with clear focus and supporting detail.					●●	●●	●●	●●	●●●	●●	●●●	●●
For informational/expository writing: 19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.					●●	●●●	●●	●●	●●●	●●	●●●	●●
For informational/expository writing: 19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.												
Standard 20: Consideration of Audience and Purpose - Students will write for different audiences and purposes. <i>(See also Standards 3, 6, and 19.)</i>												
20.3: Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.					●●	●●	●●	●●	●●	●●	●●	●●

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Standard 21: Revising - Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.												
21.4: Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.					•	•	•	•	•	•	•	•
21.5: Improve word choice by using dictionaries or thesauruses.					•	•	•	•	•	•	•	•
Standard 22: Standard English Conventions - Students will use knowledge of standard English conventions in their writing, revising, and editing.												
22.7: Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.					•	•	•	•	•	•	•	•
Standard 23: Organizing Ideas in Writing - Students will organize ideas in writing in a way that makes sense for their purpose.												
23.6: Decide on the placement of descriptive details about setting, characters, and events in stories.					•	••	•	••	•	••	•	•
23.7: Group related ideas and place them in logical order when writing summaries or reports.					••	••	••	••	•••	•••	•••	••
23.8: Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.					••	••	••	••	••	••	••	•
Standard 24: Research - Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.												
24.3: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and					••	••	••	••	••	••	••	•

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<p>presenting research in individual and group projects:</p> <ul style="list-style-type: none"> • use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>); • follow established criteria for evaluating information; • locate specific information within resources by using indexes, tables of contents, electronic search key words; • organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and • provide appropriate documentation in a consistent format. 												
<p>Standard 25: Evaluating Writing and Presentations - Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</p>												
<p>25.3: Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.</p>					●	●	●	●	●	●	●	●
<p>Media</p> <p>Standard 26: Analysis of Media - Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding. <i>(See also Standards 17, 18, 24, 27, and the Theatre Standards of the Arts Curriculum Framework.)</i></p>												
<p>26.3: Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials.</p>												
<p>Standard 27: Media Production - Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium. <i>(See also Standards 18, 24, 26, and the Theatre Standards of the Arts Curriculum Framework.)</i></p>												

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27.3: Create a media production using effective images, text, music, sound effects, or graphics.												

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