

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**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 Minnesota**  
**English Language Arts Standards**  
**for Grade 6**  
**Created May 2009**



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Minnesota English/Language Arts Standards – 6<sup>th</sup> Grade

Minnesota English/Language Arts Standards – 6 <sup>th</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
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<b>I. READING AND LITERATURE</b>												
<b>A. Word Recognition, Analysis, and Fluency-</b> The student will read with accuracy and fluency.												
1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis.					•	•	•	•	•	•	•	•
2. Read narrative and expository text with fluency, accuracy and appropriate pacing.					•	•	•	•	•	•	•	•
3. Apply correct word pronunciation and inflection.					•	•	•	•	•	•	•	•
<b>B. Vocabulary Expansion-</b> The student will use a variety of strategies to expand reading, listening and speaking vocabularies.												
1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading.					••	••	••	••	••	••	••	••
2. Analyze word structure and use cueing systems to understand new words.						•			•		•	
3. Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.												
4. Determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes.						•			•		•	
5. Recognize and interpret similes, metaphors, and words with multiple meanings.					•			•		•		•

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<b>C. Comprehension-</b> The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.												
1. Summarize and paraphrase what is read.					●●	●●	●●	●●	●●	●●	●●	●●
2. Recall and use prior learning and preview text to prepare for reading.					●	●●	●	●	●●	●●	●●	●●
3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.					●	●●	●●	●	●	●●	●●	●
4. Apply a range of monitoring strategies and self-correction methods.					●	●	●	●	●	●	●	●
5. Identify the main idea and supporting details.					●●	●●	●●	●●	●●	●●	●●	●●
6. Retell significant sequences of events or ideas.					●	●	●	●	●	●	●	●
7. Distinguish fact from opinion and give examples from text.					●	●	●	●	●	●	●	●
8. Identify the author’s purpose (stated or implied), audience and message.					●	●	●	●	●	●	●	●
9. Create outlines, logical notes and summaries across content areas.					●●	●	●●	●	●●	●●	●	●

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10. Use texts’ structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●
11. Utilize texts’ organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content.					●	●	●	●	●	●	●	●
12. Compare and contrast information from different sources on the same topic.					●●	●●	●●	●●	●●	●●	●●	●●
13. Critically read and evaluate to determine the author’s purpose, point of view, audience and message.					●	●	●	●	●	●	●	●
<b>D. Literature</b> - The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.												
1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.					●	●	●	●	●	●	●	●
2. Identify and describe the characteristics of various genres.												

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3. Identify and describe the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone.												
4. Analyze characters through identifying thoughts, words, actions and narrator’s description.												
5. Describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of a text.												
6. Relate a given literary work to historical events (place, time and custom).												
7. Describe how meaning is conveyed in poetry the author’s stylistic choices.												
8. Respond to literature using ideas and details from the text to support reactions and make literary connections.					●	●	●	●	●	●	●	●
9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.					●	●	●	●	●	●	●	●

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<b>II. WRITING</b> ( <i>Writing should be addressed across content areas and integrated into the curriculum.</i> )												
<b>A. Types of Writing-</b> The student will create informative, expressive and persuasive writing.												
1. Write frequently in a variety of forms, including but not limited to the following: poems, stories, plays, essays, journals, letters, directions, editorials, business communications and reports. <i>By the end of grade 8, The student will have written in all of the forms listed.</i>					●●	●●	●●	●●	●●	●●	●●	●●
<b>B. Elements of Composition-</b> The student will engage in a writing process, with attention to organization, focus, quality of ideas and a purpose.												
1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.					●●	●●	●●	●	●●	●	●●	●
2. Create narratives that develop settings, people/characters, dialogue and conflicts using descriptive, concrete language to engage audiences.												
3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.					●●	●●	●●	●●	●●	●●	●●	●●

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4. Use composing processes to develop writing, including: a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience.					●●	●●	●●	●●	●●	●●	●●	●
5. Consider the intended audience when composing text.					●●	●●	●●	●●	●●	●●	●●	●
<b>C. Spelling, Grammar, and Usage-</b> The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i>												
1. Compose complete sentences when writing.					●	●	●	●	●	●	●	●
2. Edit writing for correct spelling and sentence clarity.					●	●	●	●	●	●	●	●

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3. Apply grammar conventions correctly in writing, including: a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative case d. objective, and possessive pronouns e. subject and verb agreement when interrupted by a phrase.					●	●	●	●	●	●	●	●
4. Apply punctuation conventions correctly in writing, including: a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (after opening words, in compound sentences, and after subordinating conjunctions) g. quotation marks (to identify dialogue).					●	●	●	●	●	●	●	●

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<b>D. Research-</b> The student will locate and use information in reference materials.												
1. Gather and synthesize information from a variety of sources, including electronic and print.					●●	●●	●●	●●	●●	●●	●●	●●
2. Clarify an understanding of text by creating outlines, logical notes and summaries across content areas.					●	●	●	●	●	●	●	●
3. Cite sources for both quoted and paraphrased information in a bibliography when writing a research report.												
<b>E. Handwriting and Word Processing-</b> The student will write legibly and demonstrate effective keyboarding skills.												
1. Write legibly in cursive.					●	●	●	●	●	●	●	●
2. Format handwritten and word-processed documents correctly.					●	●	●	●	●	●	●	●
<b>III. SPEAKING, LISTENING AND VIEWING</b>												
<b>A. Speaking and Listening-</b> The student will demonstrate understanding and communicate effectively through listening and speaking.												
1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.					●●	●●	●●	●●	●●	●●	●●	●●
2. Know and apply listening rules and expectations for formal settings and demonstrate comprehension.					●●	●●	●●	●●	●●	●●	●●	●●

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3. Actively listen and comprehend messages.					●●	●●	●●	●●	●●	●●	●●	●●
4. Apply assessment criteria to self-evaluate oral presentations.												
5. Distinguish between a speaker’s opinion and verifiable facts.					●	●	●	●	●	●	●	●
6. Orally communicate information, opinions and ideas effectively to different audiences for a variety of purposes.					●	●●	●	●	●	●●	●	●
7. Perform expressive oral readings of prose, poetry or drama.												
<b>C. Media Literacy-</b> The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.												
1. Identify distinctions in how information is presented in print and non-print materials.					●	●	●	●	●	●	●	●
2. Evaluate the accuracy and credibility of information found on Internet sites.												
3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.												

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