

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 North Carolina
English Language Arts Education Standards
for Grade 6
Created August 2009



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North Carolina English/Language Arts Standards – 6th Grade

North Carolina 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

COMPETENCY GOAL 1

The learner will use language to express individual perspectives drawn from personal or related experience.

<p>1.01 Narrate an expressive account (e.g., fictional or autobiographical) which:</p> <ul style="list-style-type: none"> * uses a coherent organizing structure appropriate to purpose, audience, and context. * tells a story or establishes the significance of an event or events. * uses remembered feelings and specific details. * uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions). 												
<p>1.02 Explore expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> * monitoring comprehension for understanding of what is read, heard and/or viewed. * analyzing the characteristics of expressive works. * determining the effect of literary devices and/or strategies on the reader/viewer/listener. * making connections between works, self and related topics. * comparing and/or contrasting information. * drawing inferences and/or conclusions. * determining the main idea and/or significance of events. * generating a learning log or journal. * creating an artistic interpretation that connects self to the work. 												

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* discussing print and non-print expressive works formally and informally.												
1.03 Interact appropriately in group settings by: * listening attentively. * showing empathy. * contributing relevant comments connecting personal experiences to content. * monitoring own understanding of the discussion and seeking clarification as needed.					●●	●●	●●	●●	●●	●●	●●	●
1.04 Reflect on learning experiences by: * describing personal learning growth and changes in perspective. * identifying changes in self throughout the learning process. * interpreting how personal circumstances and background shape interaction with text.					●	●	●	●	●	●	●	●
COMPETENCY GOAL 2												
The learner will explore and analyze information from a variety of sources.												
2.01 Explore informational materials that are read, heard, and/or viewed by: * monitoring comprehension for understanding of what is read, heard and/or viewed. * studying the characteristics of informational works. * restating and summarizing information. * determining the importance and accuracy of information. * making connections between works, self and related topics/information.					●●	●●	●●	●●	●●	●●	●●	●

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<ul style="list-style-type: none"> * comparing and/or contrasting information. * drawing inferences and/or conclusions. * generating questions. 												
<p>2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:</p> <ul style="list-style-type: none"> * exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). * distinguishing between primary and secondary sources. * analyzing the effects of the presentation and/or the accuracy of information. 					●●	●●	●●	●●	●●	●●	●●	●
<p>COMPETENCY GOAL 3 The learner will examine the foundation of argument.</p>												
<p>3.01 Explore argumentative works that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> * monitoring comprehension for understanding what is read, heard, and/or viewed. * analyzing the characteristics of argumentative works. * determining the importance of author's word choice and focus. * summarizing the author's purpose and stance. * making connections between works, self and related topics. * drawing inferences. * responding to public documents (such as but not limited to editorials and school and community policies). * distinguishing between fact and opinion. 												

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3.02 Explore the problem solution process by: * studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. * preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.					•							
3.03 Study arguments that evaluate through: * exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. * preparing individual and/or group essays and presentations that use evaluative techniques												
COMPETENCY GOAL 4												
The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.												
4.01 Determine the purpose of the author or creator by: * monitoring comprehension for understanding of what is read, heard and/or viewed. * exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. * identifying and exploring the underlying assumptions of the author/creator. * analyzing the effects of author's craft on the reader/viewer/listener.					•	•	•	•	•	•	•	•
4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of					•	•	•	•	•	•	•	•

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the communication by: * using knowledge of language structure and literary or media techniques. * drawing conclusions based on evidence, reasons, or relevant information. * considering the implications, consequences, or impact of those conclusions.												
4.03 Recognize and develop a stance of a critic by: * considering alternative points of view or reasons. * remaining fair-minded and open to other interpretations. * constructing a critical response/review of a work/topic.												
COMPETENCY GOAL 5												
The learner will respond to various literary genres using interpretive and evaluative processes.												
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: * using effective reading strategies to match type of text. * reading self-selected literature and other materials of individual interest. * reading literature and other materials selected by the teacher. * discussing literature in teacher-student conferences and small group discussions. * taking an active role in whole class seminars. * discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. * interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.					●●	●●	●●	●●	●●	●●	●●	●●

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<ul style="list-style-type: none"> * investigating examples of distortion and stereotypes. * recognizing underlying messages in order to identify theme(s) within and across works. * extending understanding by creating products for different purposes, different audiences and within various contexts. * exploring relationships between and among characters, ideas, concepts and/or experiences. 												
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> * reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). * interpreting what impact genre-specific characteristics have on the meaning of the work. * exploring how the author's choice and use of a genre shapes the meaning of the literary work. * exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution. 					●	●	●	●	●	●	●	●
<p>COMPETENCY GOAL 6 The learner will apply conventions of grammar and language usage.</p>												
<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> * using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. * using appropriate subject-verb agreement and verb tense that 					●	●	●	●	●	●	●	●

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<p>are appropriate for the meaning of the sentence.</p> <ul style="list-style-type: none"> * demonstrating the different roles of the parts of speech in sentence construction. * using pronouns correctly, including clear antecedents and correct case. * using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). * determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. * extending vocabulary knowledge by learning and using new words. * exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. * developing an awareness of language conventions and usage during oral presentations. 												
<p>6.02 Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> * reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. * applying proofreading symbols when editing. * producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. * developing an awareness of errors in everyday speech. 					●	●	●	●	●	●	●	

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