

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

with the State of North Dakota
English Language Arts Standards
for Grade 6

Created March 2010



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North Dakota 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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STANDARD 1: Students engage in the research process.												
PLANNING RESEARCH												
6.1.1. Pose relevant research questions					●●	●●	●●	●●	●●	●●●	●●	●●●
ACCESSING INFORMATION												
6.1.2. Use sources that are appropriate for the research purpose					●●	●●	●●	●●	●●	●●	●●	●●
EVALUATING RESEARCH INFORMATION												
6.1.3. Differentiate between accurate and inaccurate information					●	●	●	●	●	●	●	●
ORGANIZING RESEARCH INFORMATION												
6.1.4. Use information from several sources					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
PRESENTATION												
6.1.5. Write a research report					●●	●●	●●	●●	●●	●●	●●	●●
EVALUATING THE RESEARCH PROCESS												
6.1.6. Assess research process					●	●	●	●	●	●	●	●
6.1.7. Evaluate a research product using a rubric					●	●	●	●	●	●	●	●

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STANDARD 2: Students engage in the reading process.												
LITERARY/INFORMATIONAL GENRES												
6.2.1. Identify characteristics of a variety of fiction genres; e.g., short stories, mysteries, poetry, fables, myths												
6.2.2. Identify characteristics of a variety of nonfiction genres					●●	●●	●●	●●	●●	●●	●●	●●
VOCABULARY/WORD RECOGNITION												
6.2.3. Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids – dictionary, glossary, thesaurus, base words					●	●	●	●	●	●	●	●
READING STRATEGIES FOR MEANING												
6.2.4. Use graphic organizers and summarizing to enhance comprehension					●●●	●	●	●	●	●	●	●
6.2.5. Use prior knowledge and experiences to aid text					●●	●●●	●●	●●	●●	●●	●●	●●

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comprehension												
PURPOSES FOR READING												
6.2.6. Read to be informed, entertained, and persuaded					●●	●●	●●	●●	●●	●●	●●	●●
6.2.7. Read to develop life-long reading skills and habits					●●	●●	●●	●●	●●	●●	●●	●●
LITERARY ELEMENTS AND TECHNIQUES												
6.2.8. Identify literary elements, including plot, setting, characters, conflict, resolution, dialogue, and flashback												
6.2.9. Identify figurative language, including personification, simile, metaphor												
STANDARD 3: Students engage in the writing process												
INFORMATIVE WRITING												
6.3.1. Produce informative writing; e.g., research-based report, instructions					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

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NARRATIVE WRITING												
6.3.2. Produce narrative writing; e.g., short story, descriptive play, poetry												
PERSUASIVE WRITING												
6.3.3. Produce persuasive writing; e.g., opinion, essay, business letter												
PREWRITING												
6.3.4. Use prewriting strategies; e.g., brainstorming, graphic organizers, outlining					●●	●●	●●	●●	●●	●●	●●	●●
6.3.5. Use strategies to write for different audiences and purposes					●●	●●	●●	●●	●●	●●	●●	●●
DRAFTING												
6.3.6. Use prewriting strategies to create draft					●●	●●	●●	●●	●●	●●	●●	●●
6.3.7. Incorporate grade-level appropriate vocabulary in writing					●●	●●	●●	●●	●●●	●●●	●●●	●●●
REVISING AND EDITING												
6.3.8. Use criteria to evaluate own and others'					●	●	●	●	●	●	●	●

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writing; e.g., stay on topic, organization, effective details, clarity of message, word choice, sentence fluency												
6.3.9. Use feedback and multiple drafts to clarify language and intent					•	•	•	•	•	•	•	•
6.3.10. Edit for grammar, mechanics, usage, spelling					•	•	•	•	•	•	•	•
FINAL DRAFT												
<i>No benchmark expectations at this level</i>												
PUBLICATION/PRESENTATION												
6.3.11. Incorporate visual aids into written work					••	••	•	•	••	••	••	•
STANDARD 4: Students engage in the speaking and listening process.												
PLANNING FOR AN AUDIENCE/PURPOSE												
6.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade					••	••	••	••	••	••	••	••
6.4.2. Use supporting materials for topic development; e.g., research, personal					••	••	••	••	••	•••	••	•••

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experience, literature, interview												
6.4.3. Incorporate literature in presentations, such as book reports												
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION												
6.4.4. Summarize key ideas of a speaker					● ● ●	● ● ●	●	● ● ●	● ● ●	●	● ● ●	● ● ●
VERBAL AND NONVERBAL COMMUNICATION												
6.4.5. Use appropriate volume and eye contact when speaking					●	●	●	●	●	●	●	●
STANDARD 5: Students understand media												
MEDIA GENRES												
6.5.1. Identify existing and developing media												
USING MEDIA FOR A PURPOSE												
6.5.2. Use technology according to the district’s appropriate use policy												
6.5.3. Construct media messages; e.g., slide shows, brochures, newsletters, commercials,												

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advertisements												
INTERPRETING MEDIA												
6.5.4. Identify the point of view of a media message												
6.5.5. Identify bias in media messages												
6.5.6. Define plagiarism and its consequences												
STANDARD 6: Students understand and use principles of language												
LANGUAGE CONVENTIONS/MECHANICS												
6.6.1. Use grade-appropriate conventions of sentence structure; i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory					●	●	●	●	●	●	●	●
6.6.2. Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense					●	●	●	●	●	●	●	●
6.6.3. Use grade-appropriate mechanics and usage; i.e., Capitalization: I, Proper Nouns, Proper Adjectives, and in sentences; Punctuation; end					●	●	●	●	●	●	●	●

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marks, quotation marks in dialogue, comma in a compound sentence, items in series, apostrophe, Usage: homonyms, spelling strategies for grade appropriate conventions of spelling												
FIGURATIVE LANGUAGE												
6.6.4. Identify and use similes, metaphors, idioms, alliteration, personification, and onomatopoeia												

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