

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 New York
English Language Arts Standards
for Grade 6
Created March 2009



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New York English/Language Arts Standards – 6th Grade

New York 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
Reading Standard 1: Students will read, write, listen, and speak for information and understanding.												
Locate and use school and public library resources, with some direction, to acquire information												
Use the table of contents and indexes to locate information					●●	●●	●●	●●	●●	●●	●●	●●
Read to collect and interpret data, facts, and ideas from multiple sources					●●	●●	●●	●●	●●	●●	●●	●●
Read the steps in a procedure in order to accomplish a task such as completing a science experiment					●	●	●	●	●	●	●	●
Skim material to gain an overview of content or locate specific information					●●	●●	●●	●●	●●	●●	●●	●●
Use text features, such as headings, captions, and titles, to understand and interpret informational texts					●●	●●	●●	●●	●●	●●	●●	●●
Recognize organizational formats to assist in comprehension of informational texts					●	●	●	●	●	●●	●	●
Identify missing information and irrelevant information					●	●	●	●	●	●	●	●
Distinguish between fact and opinion					●	●	●	●	●	●	●	●
Identify information that is implied rather than stated					●	●	●●	●	●	●	●	●
Compare and contrast information on one topic from multiple sources					●	●	●	●	●	●	●	●
Recognize how new information is related to prior knowledge or experience					●	●●	●	●	●	●	●	●
Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information					●●	●	●	●	●	●	●	●
Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with					●	●	●	●	●	●	●	●

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assistance												
Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance					●●	●●	●●	●	●●	●	●●	●
Condense, combine, or categorize new information from one or more sources, with assistance												
Draw conclusions and make inferences on the basis of explicit and implied information, with assistance					●●	●●	●●	●	●●	●	●●	●
Make, confirm, or revise predictions, with assistance					●●	●	●	●	●	●	●	●
Reading Standard 2: Students will read, write, listen, and speak for literary response and expression.												
Read, view, and interpret literary texts from a variety of genres					●	●	●	●	●	●	●	●
Define characteristics of different genres												
Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods					●	●	●	●	●	●	●	●
Read aloud from a variety of genres (e.g., plays and poems) - use inflection and intonation appropriate to text read and audience												
Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance												
Identify literary elements, such as setting, plot, and character, of different genres												
Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning												

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Recognize how different authors treat similar themes												
Identify the ways in which characters change and develop throughout a story												
Interpret characters, plot, setting, and theme, using evidence from the text, with assistance												
Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance												
Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance												
Recognize how the author’s use of language creates images or feelings, with assistance												
Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance												
Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance												
Reading Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.												
Evaluate information, ideas, opinions, and themes in texts by identifying <ul style="list-style-type: none"> - a central idea and supporting details - details that are primary and those that are less important - statements of fact, opinion, and exaggeration 					●	●	●	●	●	●	●	●

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- missing or unclear information												
Use established and personal criteria to analyze and evaluate the quality of ideas and information in text					●	●	●	●	●	●	●	●
Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text												
Recognize how one's own point of view contributes to forming an opinion about information and ideas												
Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to - identify conflicting information - consider the background and qualifications of the writer					●	●	●	●	●	●	●	●
Evaluate examples, details, or reasons used to support ideas					●	●	●		●		●	
Identify differing points of view in texts and presentations												
identify cultural and ethnic values and their impact on content, with assistance - identify multiple levels of meaning												
Reading Standard 4: Students will read, write, listen, and speak for social interaction.												
Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups					●●	●●	●●	●●	●●	●●	●●	●●
Respect the age, gender, position, and cultural traditions of the writer					●	●	●	●	●	●	●	●

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Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication					●	●	●	●	●	●	●	●
Writing Standard 1: Students will read, write, listen, and speak for information and understanding.												
Use at least three sources of information, with appropriate citations, to develop reports					●	●	●	●	●	●	●	●
Take notes to record and organize relevant data, facts, and ideas					●●	●	●●	●	●●	●●	●	●●
State a main idea and support it with details and examples					●●	●	●	●	●	●	●	●
Compare and contrast ideas and information from two or three sources					●	●	●●	●	●	●	●	●
Adopt an organizational format, such as chronological order, that is appropriate for informational writing					●●	●●	●●	●●	●●	●●	●●	●●
Use paragraphing to organize ideas and information, with assistance					●	●	●	●	●	●	●	●
Use paraphrasing, with assistance					●	●	●	●	●	●	●	●
Maintain a portfolio that includes informational writing					●	●	●	●	●	●	●	●
Include relevant and exclude irrelevant information, with assistance					●●	●●	●●	●●	●●	●●	●●	●●
Connect, compare, and contrast ideas and information from one or more sources, with assistance					●	●	●	●	●●	●●	●●	●●
Support ideas with examples, definitions, analogies, and direct references to the text, with assistance					●●	●●	●●	●	●●	●●	●●	●●
Answer questions about informational material and write accurate and complete responses, with assistance					●	●	●	●	●	●	●	●

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Writing Standard 2: Students will read, write, listen, and speak for literary response and expression.												
Write original literary texts <ul style="list-style-type: none"> - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect 												
Write interpretive essays to <ul style="list-style-type: none"> - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems 												
Respond to literature, connecting the response to personal experience												
Maintain a writing portfolio that includes literary, interpretive, and responsive writing												
Express opinions and support them through specific references to the text, with assistance												

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Demonstrate understanding of plot and theme, with assistance												
Identify and describe characters and their motivations, with assistance												
Analyze the impact of the setting, with assistance												
Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance												
Draw conclusions and provide reasons for the conclusions, with assistance												
Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance												
Writing Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.												
Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing					●	●	●	●	●	●	●	●
Use supporting evidence from text to evaluate ideas, information, themes, or experiences					●	●	●	●	●	●	●	●
Analyze the impact of an event or issue from personal, peer group, and school community perspectives						●				●		
Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments												
Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation					●	●	●	●	●	●	●	●
Use precise vocabulary in writing analysis and evaluation					●	●	●	●	●	●	●	●

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Maintain a writing portfolio that includes writing for critical analysis and evaluation					●	●	●	●	●	●	●	●
Present clear analysis, using examples, details, and reasons from text, with assistance					●	●	●		●●		●●	
Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance					●	●	●	●	●	●	●	●
Explain connections between and among texts to extend the meaning of each individual text, with assistance					●	●	●	●	●	●●	●	●
Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance					●	●		●	●	●		●
Writing Standard 4: Students will read, write, listen, and speak for social interaction.												
Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups					●	●	●	●	●	●	●	●
Respect the age, gender, position, and cultural traditions of the recipient					●	●	●	●	●	●	●	●
Develop a personal voice that enables the reader to get to know the writer					●	●	●	●	●	●	●	●
Write personal reactions to experiences and events, using a form of social communication												
Maintain a portfolio that includes writing for social communication												
Listening Standard 1: Students will read, write, listen, and speak for information and understanding.												
Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment					●	●	●	●	●	●	●	●

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Identify essential details for note taking					●		●		●			
Distinguish between fact and opinion					●	●	●	●	●	●	●	●
Identify information that is implicit rather than stated							●			●		
Connect new information to prior knowledge or experience					●	●	●	●	●	●	●	●
Recall significant ideas and details, with assistance					●	●	●	●	●	●	●	●
Make, confirm, or revise predictions, with assistance					●●	●	●	●	●	●	●	●
Draw conclusions and make inferences on the basis of explicit and implied information, with assistance					●	●	●	●	●	●	●	●
Listening Standard 2: Students will read, write, listen, and speak for literary response and expression.												
Distinguish different genres, such as story, biography, poem, or play												
Identify a character's motivation												
Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning												
Identify cultural and historical influences in texts and performances												
Listening Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.												
Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance												
Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening												

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Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations												
Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose												
Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance												
Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance												
Identify missing or unclear information, with assistance					●	●	●	●	●	●	●	●
Listening Standard 4: Students will read, write, listen, and speak for social interaction.												
Respect the age, gender, social position, and cultural traditions of the speaker												
Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice					●	●	●	●	●	●	●	●
Recognize that social communication may include informal language, such as jargon and colloquialisms					●	●	●	●	●	●	●	●
Recognize the meaning of the speaker's nonverbal cues					●	●	●	●	●	●	●	●
Speaking Standard 1: Students will read, write, listen, and speak for information and understanding.												
Synthesize and paraphrase information					●	●	●	●	●	●	●	●
Make connections between sources of information					●	●	●	●	●	●	●	●
Present reports of five to seven minutes for teachers and peers on topics related to any school subject						●				●●		●
Summarize main points as part of the conclusion										●		●
Use notes, outlines, and visual aids appropriate to the						●				●●		●

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presentation												
Speaking Standard 2: Students will read, write, listen, and speak for literary response and expression.												
Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers												
Share book reviews												
Summarize the plot, describe the motivation of characters, and explain the importance of setting												
Use notes or outlines appropriately in presentations												
Speaking Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.												
Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements												
Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments												
Articulate a thesis statement and support it with details, examples, and reasons					●●	●●	●●	●	●●	●	●●	●
Persuade, using appropriate language, tone, volume, and gestures												
Use notes or outlines appropriately in presentations						●				●●		●
Speaking Standard 4: Students will read, write, listen, and speak for social interaction.												
Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other												

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Use the informal language of social communication					●	●	●	●	●	●	●	●
Respect the age, gender, social position, culture, and interests of the listener												
Use the rules of conversation, such as avoid interrupting and respond respectfully					●	●	●	●	●	●	●	●

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