

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

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

Created February 2010



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South Dakota 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 Changes
READING												
Indicator 1: Students can recognize and analyze words.												
6.R.1.1 Students can expand word meanings using word categories and word parts.					•	•	•	•	•	•	•	•
6.R.1.2 Students can utilize context to comprehend words with multiple meanings.					•			•			•	•
Indicator 2: Students can comprehend and fluently read text.												
6.R.2.1 Students can utilize direct and implied meaning to comprehend text.					••	••	••	••	••	••	•••	••
6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.					•	•	•	•	•	•	•	•
Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.												
6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.					•	•	•	••	••	••	••	••
6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.					•	•	•	•	••	••	••	••
6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.					•	••	•	••	•	••	•	••
Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.												
6.R.4.1 Students can compare and contrast text from					•	•	•	•	•	•	•	•

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different time periods, cultures, and historical events.												
Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.												
6.R.5.1 Students can compare and contrast information on one topic from multiple informational texts.					●●	●●	●●	●●	●●	●●	●●	●●
6.R.5.2 Students can evaluate the credibility of informational texts.					●	●	●	●	●	●	●	●
6.R.5.3 Students can utilize sources to locate information.					●●	●●	●●	●●	●●●	●●●	●●●	●●●
WRITING												
Indicator 1: Students can apply the writing process to compose text.												
6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.						●●		●●		●●		
6.W.1.2 Students can revise the organization in narrative and descriptive writing.						●		●		●		
6.W.1.3 Students can identify purpose and audience in writing.					●●	●●	●●	●●	●●●	●●●	●●●	●●●
6.W.1.4 Students can summarize information from references to compose text.					●●	●	●	●	●●	●●	●●	●●
Indicator 2: Students can apply Standard English conventions in their writing.												
6.W.2.1 Students can edit text for subject-verb agreement.					●	●	●	●	●	●	●	●

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6.W.2.2 Students can identify and incorporate pronouns in the writing process.					●	●	●	●	●	●	●	●
LISTENING, VIEWING, AND SPEAKING												
Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.												
6.LVS.1.1 Students can interpret the purpose and content of the presentation by observing the speaker’s verbal and nonverbal cues.					●	●	●	●	●	●●	●	●●
6.LVS.1.2 Students can organize and present narrative and informative presentations using main ideas and supporting details.					●	●				●●		●●
6.LVS.1.3 Students can identify facts and opinions in auditory and visual information.					●	●	●	●	●	●	●	●

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