

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

with the State of Utah
English Language Arts Standards
for Grade 6

Created Spring 2010



Seeds of Science/Roots of Reading[®] was created with partial support from the National Science Foundation under grant numbers ESI-0242733 and ESI-0628272. The program was created by a team at the Lawrence Hall of Science at the University of California, Berkeley.

Utah 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			
STANDARD 1 (ORAL LANGUAGE): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.															
Objective 1: Develop language through listening and speaking.															
a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	/	/	/	/											
b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, emotion).					●●	●●	●●	●●	●●	●●	●●	●●	●●		
c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).															
d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense, and syntax.															
Objective 2: Develop language through viewing media and presenting.															
a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine	/	/	/	/	●	●	●	●	●	●	●	●			

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presentation’s accuracy/bias, analyze and critique persuasive techniques). b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).												
STANDARD 2 (CONCEPTS OF PRINT): Students develop an understanding of how printed language works. (See kindergarten and first grade.)												
STANDARD 3 (PHONOLOGICAL AND PHONEMIC AWARENESS): Students develop phonological and phonemic awareness. (See kindergarten and first grade.)												
STANDARD 4 (PHONICS AND SPELLING): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.												
Objective 1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade.)												
Objective 2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.)												
Objective 3: Spell words correctly.												
a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words. b. Use knowledge of Greek and Latin roots and affixes to spell multisyllable words. c. Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular).					●	●	●	●	●	●	●	●

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d. Learn the spellings of irregular and difficult words (e.g., feudalism, electricity, parallelogram, microorganism).												
Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).												
a. Use knowledge about spelling to predict the spelling of new words. b. Visualize words while writing. c. Associate spelling of new words with that of known words and word patterns. d. Use spelling generalities to assist spelling of new words.					●	●	●	●	●	●	●	●
STANDARD 5 (FLUENCY): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.												
Objective 1: Read aloud grade level text with appropriate speed and accuracy.												
a. Read grade level text at a rate of approximately 120-150 wpm. b. Read grade level text with an accuracy rate of 95-100%.					●	●	●	●	●	●	●	●
Objective 2: Read aloud grade level text effortlessly with clarity.												
a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues. b. Read grade level words with automaticity.					●	●	●	●	●	●	●	●
STANDARD 6 (VOCABULARY): Students learn and use grade level vocabulary to increase understanding and read fluently.												

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Objective 1: Learn new words through listening and reading widely												
a. Use new vocabulary learned by listening, reading, and discussing a variety of genres. b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math)					●●	●●	●●	●●	●●	●●	●●	●●
Objective 2: Use resources to learn new words by relating them to known words and/or concepts.												
a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses). b. Determine gradients of meanings between related words and concepts (e.g., colonization: exploration, migrate, settlement).					●●	●●	●●	●●	●●	●●	●●	●●
Objective 3: Use structural analysis and context clues to determine meanings of words.												
a. Identify meanings of words using roots and affixes (i.e., Greek/Latin affixes). b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions. c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal,					●	●	●	●	●	●	●	●

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principle) and multiple-meaning words (e.g., print).												
STANDARD 7 (COMPREHENSION): Students understand, interpret, and analyze narrative and informational grade level text.												
Objective 1: Identify purposes of text.												
a. Identify purpose for reading. b. Identify author’s purpose.					●●	●●	●●	●●	●●	●●	●●	●●
Objective 2: Apply strategies to comprehend text.												
a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).					●●	●●	●●	●●	●●	●●●	●●	●●
b. Generate questions about text (e.g., factual, inferential, evaluative).					●●	●●●	●●	●●	●●	●●●	●●	●●●
c. Form mental pictures to aid understanding of text.					●	●	●	●●●	●●●	●	●●	●
d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.					●●●	●●	●●	●●	●●	●●	●●	●●
e. Make inferences and draw conclusions from text.					●●	●●	●●●	●●	●●	●●	●●●	●●
f. Identify theme/topic/main idea from text; note details.					●●●	●●	●●	●●	●●	●●	●●	●●
g. Summarize important ideas/events; summarize supporting details in sequence.					●●●	●●	●●	●●	●●	●●	●●	●●
h. Monitor and clarify understanding applying fix-up strategies while interacting with text.					●	●	●	●	●	●	●	●

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i. Compile, organize, and interpret information from text.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
Objective 3: Recognize and use features of narrative and informational text.												
a. Identify characters, setting, sequence of events, problem/resolution, theme.					●	●	●	●	●	●	●	●●
b. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths, legends.												
c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).					●	●●	●●	●●	●	●●	●	●
e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).					●●	●●	●●	●●	●●	●●	●●	●●
STANDARD 8 (WRITING): Students write daily to communicate effectively for a variety of purposes and audiences.												
Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).												
a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

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b. Select and narrow a topic from generated ideas.					●●	●●	●●	●●	●●	●●	●●	●●
c. Identify audience, purpose, and form for writing.					●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
d. Use a variety of graphic organizers to organize information from multiple sources.					●●	●●	●●	●●	●●	●●	●●	●●
Objective 2: Compose a written draft.												
a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).					●●	●●	●●	●●	●●	●●	●●	●●
b. Use voice to fit the purpose and audience.					●●	●●	●●	●●	●●	●●	●●	●●
c. Use strong verbs and precise and vivid language to convey meaning.					●●	●●●	●●	●●●	●●	●●	●●	●●
d. Identify and use effective leads and strong endings.					●●	●●	●●	●●	●●	●●	●●	●●
Objective 3: Revise by elaborating and clarifying a written draft.												
a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.												
b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).					●	●	●	●	●●	●●	●●	●●
c. Revise writing, considering the suggestions from others.												

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Objective 4: Edit written draft for conventions.															
a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).															
b. Edit for spelling of grade level-appropriate words.					•	•	•	•	•	•	•	•	•	•	
c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).															
d. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).															
Objective 5: Use fluent and legible handwriting to communicate.															
a. Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.															
b. Increase fluency with cursive handwriting.					•	•	•	•	•	•	•	•	•	•	
c. Produce legible documents with manuscript or cursive handwriting.															
Objective 6: Write in different forms and genres.															
a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).					•	•	•	•	•	•	•	•			
b. Produce traditional and imaginative stories, narrative and formula poetry.															
c. Produce informational text (e.g., book reports,					••	••	••	••	••	••	••	••	••	••	••

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cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).												
d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).												
e. Produce functional texts (e.g., newspaper and newsletters articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages).					●	●	●	●	●	●	●	●●
f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.					●	●●	●	●	●●	●●	●●	●●
g. Publish 6-8 individual products.					●	●	●	●	●	●	●	●

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