

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**Integrated Science and Literacy Units**

**Light Energy, Weather & Water, Variation & Adaptation, Digestion & Body Systems, Planets & Moons, Aquatic Ecosystems, Models of Matter, and Chemical Changes**

**with the State of Washington**  
**English Language Arts Standards**  
**for Grade 6**

Created September 2009



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Washington English/Language Arts Standards – 6<sup>th</sup> Grade

Washington English/Language Arts Standards – 6 <sup>th</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
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<b>READING</b>												
<b>EALR 1: The student understands and uses different skills and strategies to read.</b>												
<b>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.</b>												
1.2.1 Understand and apply dictionary skills and other reference skills.					●●	●●	●	●●	●●	●●	●	●
1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.					●●	●●	●●	●●	●●	●●	●●	●●
<b>Component 1.3 Build vocabulary through wide reading.</b>												
1.3.1 Understand and apply new vocabulary.					●●	●●	●●	●●	●●	●●	●●	●
1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text.					●●	●●	●●	●●	●●	●●	●●	●
<b>Component 1.4 Apply word recognition skills and strategies to read fluently.</b>												
1.4.2 Apply <u>fluency</u> to enhance comprehension.					●	●	●	●	●	●	●	●
1.4.3 Apply different reading rates to match text.					●	●	●	●	●	●	●	●
<b>EALR 2: The student understands the meaning of what is read.</b>												
<b>Component 2.1 Demonstrate evidence of reading comprehension.</b>												
2.1.3 Apply <u>comprehension monitoring strategies</u> during and after reading: determine importance using <u>theme, main idea</u> , and supporting details in grade-level					●●	●	●	●	●●	●	●	●

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<u>informational/expository text</u> and/or <u>literary/narrative text</u> .												
2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge</u> .					•	••	•	•	•	••	•	•
2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> .					•	•	••	•	•	•	••	•
2.1.6 Apply <u>comprehension monitoring strategies</u> to understand fiction, nonfiction, informational, and <u>task-oriented text</u> : monitor for meaning, create mental images, and generate and answer questions.					•	••	•	••	••	••	•	•
2.1.7 Apply <u>comprehension monitoring strategies</u> during and after reading: <u>summarize</u> grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> .					••	•	•	•	•	•	•	•
<b>Component 2.2 Understand and apply knowledge of text components to comprehend text.</b>												
2.2.1 Apply understanding of time, order, and/or sequence to aid comprehension of text.					•	••	•	••	•	•	•	•
2.2.2 Apply understanding of printed and electronic <u>text features</u> to locate information and comprehend text.					••	••	••	••	••	••	••	••
2.2.3 Understand and analyze <u>story elements</u> .												
2.2.4 Apply understanding of <u>text organizational structures</u> .					•	••	••	••	•	••	•	•
<b>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</b>												
2.3.1 Analyze <u>informational/expository text</u> and <u>literary/narrative text</u> for similarities and differences and cause and effect relationships.					•	•	•	•	•	••	•	•

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2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.					●●	●●	●	●●	●●	●●	●	●
2.3.3 Understand the functions (to make the story more interesting and convey a message) of <u>literary devices</u> .												
<b>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.</b>												
2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about <u>informational/expository text</u> and <u>literary/narrative text</u> .					●	●	●	●	●●	●●	●●	●
2.4.2 Analyze an <u>author’s style</u> of writing, including language choice, to achieve the <u>author’s purpose</u> and influence an audience.					●●	●●	●●	●●	●●	●●	●●	●
2.4.3 Understand how to verify content validity.												
2.4.4 Analyze the effectiveness of the <u>author’s tone</u> and use of <u>persuasive devices</u> for a target audience.					●	●	●	●	●●	●●	●●	●
2.4.5 Understand how to <u>generalize/extend</u> information beyond the text to another text or to a broader idea or concept.					●●	●●	●●	●●	●●	●●	●●	●
2.4.6 Analyze ideas and concepts in multiple texts.					●	●	●	●	●	●	●	●
2.4.7 Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and <u>assumptions</u> .												
<b>EALR 3: The student reads different materials for a variety of purposes.</b>												
<b>Component 3.1 Read to learn new information.</b>												

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3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.	••	••	••	••	••	••	••	••	••	••	••	•
<b>Component 3.2 Read to perform a task.</b>												
3.2.2 Apply understanding of a variety of <u>functional</u> documents.	••	••	••	••						•		
<b>Component 3.4 Read for literary experience in a variety of genres.</b>												
3.4.2 Understand and analyze a variety of literary <u>genres</u> .	••	••	••	••								
3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring <u>themes</u> .	••	••	••	••								
<b>EALR 4: The student sets goals and evaluates progress to improve reading.</b>												
<b>Component 4.1 Assess reading strengths and need for improvement.</b>												
4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.	••	••	••	••	•	•	•	•	•	•	•	•
<b>Component 4.2 Develop interests and share reading experiences.</b>												
4.2.1 Evaluate books and authors to share common literary experiences.	••	••	••	••	•	•	•	•	•	•	•	•
<b>WRITING</b>												
<b>EALR 1: The student understands and uses a writing process.</b>												
<b>Component 1.1: Prewrites to generate ideas and plan writing.</b>												

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1.1.1 Applies more than one strategy for generating ideas and planning writing.	••	••	••	••	••	••	••	••	••	••	••	••
<b>Component 1.2: Produces draft(s).</b>												
1.2.1 Produces multiple drafts.	••	••	••	••	••	••	••	••	••	••	••	••
<b>Component 1.3: Revises to improve text.</b>												
1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.	•	•	•	•	•	•	•	•	•	•	•	•
<b>Component 1.4: Edits text.</b>												
1.4.1 Applies understanding of editing appropriate for grade level (see 3.3).	•	•	•	•	•	•	•	•	•	•	•	•
<b>Component 1.5: Publishes text to share with audience.</b>												
1.5.1 Publishes in a format that is appropriate for specific audiences and purposes.	•	•	•	•	•	•	•	•	••	•	•	•
<b>Component 1.6: Adjusts writing process as necessary.</b>												
1.6.1 Applies understanding of the recursive nature of writing process.	•	•	•	•	•	•	•	•	•	•	•	•
1.6.2 Uses collaborative skills to adapt writing process.	•	•	•	•	•	•	•	•	•	•	•	•
1.6.3 Uses knowledge of time constraints to adjust writing process.	•	•	•	•	•	•	•	•	•	•	•	•
<b>EALR 2: The student writes in a variety of forms for different audiences and purposes.</b>												
<b>Component 2.1: Adapts writing for a variety of audiences.</b>												
2.1.1 Applies understanding of multiple and varied audiences to write effectively.	••	••	••	••	••	••	••	••	••	••	••	••

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<b>Component 2.2: Writes for different purposes.</b>												
2.2.1 Demonstrates understanding of different purposes for writing.					●●	●●	●●	●●	●●	●●	●●	●
<b>Component 2.3: Writes in a variety of forms/genres.</b>												
2.3.1. Uses a variety of forms/genres.					●●	●●	●●	●●	●●	●●	●●	●
<b>Component 2.4: Writes for career applications.</b>												
2.4.1 Produces documents used in a career setting.												
<b>EALR 3: The student writes clearly and effectively.</b>												
<b>Component 3.1: Develops ideas and organizes writing. W</b>												
3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.					●●	●●	●●	●	●●	●	●●	●
3.1.2 Uses an effective organizational structure.					●●	●●	●●	●	●●	●	●●	●
<b>Component 3.2: Uses appropriate style.</b>												
3.2.1 Applies understanding that different audiences and purposes affect writer’s voice.					●	●	●	●	●	●	●	●
3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.					●	●	●	●	●●	●●	●●	●
3.2.3 Uses a variety of sentences.					●	●	●	●	●	●	●	●
<b>Component 3.3: Knows and applies appropriate grade level writing conventions.</b>												
3.3.1 Uses legible handwriting.					●	●	●	●	●	●	●	●
3.3.2 Spells accurately in final draft.					●	●	●	●	●	●	●	●
3.3.3 Applies capitalization rules.					●	●	●	●	●	●	●	●

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3.3.4 Applies punctuation rules.					●	●	●	●	●	●	●	●
3.3.5 Applies usage rules.					●	●	●	●	●	●	●	●
3.3.6 Uses complete sentences in writing					●	●	●	●	●	●	●	●
3.3.7 Applies paragraph conventions.					●	●	●	●	●	●	●	●
3.3.8 Applies conventional forms for citations.												
<b>EALR 4: The student analyzes and evaluates the effectiveness of written work.</b>												
<b>Component 4.1: Analyzes and evaluates others' and own writing.</b>												
4.1.1 Analyzes and evaluates writing using established criteria.					●	●	●	●	●	●	●	●
4.1.2 Analyzes and evaluates own writing using established criteria.					●	●	●	●	●	●	●	●
<b>Component 4.2: Sets goals for improvement.</b>												
4.2.1 Evaluates and adjusts writing goals using criteria.					●	●	●	●	●	●	●	●
<b>COMMUNICATION</b>												
<b>EALR 1: The student uses listening and observation skills and strategies to gain understanding.</b>												
<b>Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</b>												
1.1.1 Applies a variety of listening strategies to accommodate the listening situation.					●●	●●	●●	●●	●●	●●	●●	●●
1.1.2 Applies a variety of listening and observation skills/strategies to interpret information.					●●	●●	●●	●●	●●	●●	●●	●●

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<b>Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</b>												
1.2.1 Analyzes relationships within and between visual and auditory information.					•	•	•	•	•	•	•	•
1.2.2 Analyzes mass media for bias and the use of persuasive techniques.												
<b>EALR 2: The student uses communication skills and strategies to interact/work effectively with others.</b>												
<b>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.</b>												
2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language.					•	•	•	•	•	•	•	•
<b>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</b>												
2.2.1 Uses communication skills that demonstrate respect.					•	•	•	•	•	•	•	•
2.2.2 Applies skills and strategies to contribute responsibly in a group setting.					••	••	••	••	••	••	••	•
<b>Component 2.3: Uses skills and strategies to communicate interculturally.</b>												
2.3.1 Understands how cultural/individual perspectives influence intercultural communication.												
2.3.2 Applies intercultural communication strategies.												
<b>EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.</b>												
<b>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.</b>												
3.1.1 Applies skills to plan and organize effective oral communication and presentation.										•		•

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<b>Component 3.2: Uses media and other resources to support presentations.</b>												
3.2.1 Uses available technology and resources to support or enhance a presentation.										●		●
<b>Component 3.3: Uses effective delivery.</b>												
3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.										●		●
<b>EALR 4: The student analyzes and evaluates the effectiveness of communication.</b>												
<b>Component 4.1: Assesses effectiveness of one’s own and others’ communication.</b>												
4.1.1 Analyzes and evaluates strengths and weaknesses of one’s own communication using established criteria.										●		●
4.1.2 Analyzes and evaluates the strengths and weaknesses of others’ communication using established criteria.										●		●
<b>Component 4.2: Sets goals for improvement.</b>												
4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.												

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