

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

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

Created MARCH 2010



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Wyoming 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: Students use the reading process to demonstrate understanding of literary and informational texts.												
LA6.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.												
LA6.1A.1 Students use word origins and derivations to develop vocabulary.						●			●		●	
LA6.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.1A.4 Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.1B Students demonstrate an understanding of literary texts.												
LA6.1B.1 Students identify connections between dialogue, events, and conflict.												
LA6.1B.2 Students make connections within and among texts and themselves.												
LA6.1B.3 Students identify similes and metaphors.												
LA6.1B.4 Students compare a variety of literary genres.												
LA6.1C Students demonstrate understanding of informational text.												

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LA6.1C.1 Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.					●●	●●●	●●	●●	●●	●●	●●	●●
LA6.1C.2 Students analyze technical data in charts and graphs.					●●	●●	●	●	●●	●●	●	●
LA6.1C.3 Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.					●	●	●	●	●	●	●	●
LA6.1C.4 Students read nonfiction texts such as biographies, interviews, and informational texts.					●●	●●	●●	●●	●●	●●	●●	●●
WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.												
LA6.2A Students apply writing skills to plan, draft, revise, and publish writing.												
LA6.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.2A.3 Students use persuasive word choice, engaging voice, and correct sentence structure.					●	●	●	●	●	●	●	●

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LA6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.					●	●	●	●	●	●	●	●
LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.					●	●	●	●	●	●	●	●
LA6.2A.6 Students use strategies to draft and revise written work such as producing multiple drafts.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.2A.7 Students use strategies to edit and publish written work.					●	●	●	●	●	●	●	●
LA6.2B Students write a variety of expressive and expository pieces.												
LA6.2B.1 Students write and share literary analysis, using grade-level-appropriate strategies such as: a. Developing an interpretation, exhibiting careful reading, understanding, and insight; b. Organizing the interpretation around several clear ideas, premises, or images; and c. Developing and justifying the interpretation through use of examples and textual evidence.												

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LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: a. Establishing appropriate point of view; b. Including sensory detail and concrete language; and c. Using a range of narrative devices including dialogue and suspense.												
LA6.2B.3 Students write directions, explain problem and solution or procedures.						●						●●●
LA6.2B.4 Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.					●●	●●	●●	●●	●●	●●	●●	●●
<u>SPEAKING AND LISTENING:</u> Students use listening and speaking skills for a variety of purposes and audiences.												
LA6.3.1 Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.					●	●	●	●	●	●	●	●

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LA6.3.2 Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.					●	●	●	●	●	●	●	●
LA6.3.3 Students follow directions and provide relevant feedback through note-taking or orally responding.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.3.4 Students read aloud their own or others' texts fluently and expressively.					●	●	●	●	●	●	●	●
LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.					●●	●●	●●	●●	●●	●●	●●	●●
LA6.3.6 Students understand and explain techniques used in media such as propaganda and visual symbols.												

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