

Correlations between
Washington D.C. English/Language Arts Standards for 6th Grade

and

Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units for 3rd through 5th Grade

Washington DC English/Language Arts Standards – 6th Grade

Washington D.C. 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
Language Development												
Discussion												
6.LD-D.1. Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member, defining individuals' roles and responsibilities, and coming to consensus.					●●	●	●	●●	●●	●●	●	●
Questioning, Listening, and Development												
6.LD-Q.2. Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and nonverbal messages/"body language" (e.g., posture, gestures).										●		●
6.LD-Q.3. Identify the tone, mood, and emotion conveyed in oral communication.										●		●
6.LD-Q.4. Restate and execute multi-step oral instructions and directions.					●	●	●	●	●	●	●	●
Oral Presentation												
6.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, presentation style) to prepare and assess the presentations listed in this section.												
6.LD-O.6. Give oral presentations with focus, organization, and point of view, matching purpose, message, occasion, voice modulation, and nonverbal elements to the audience.										●●		●●
Vocabulary and Concept Development												

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6.LD-V.7. Determine the meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots (e.g., annus, aqua), suffixes (e.g., -itis, -osis), and prefixes (e.g., multi-, dis-, anti-, hyper-, syn-).									•		•	
6.LD-V.8. Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context.					•	•	•	•	•	•	•	•
6.LD-V.9. Determine the meaning of figurative language, including similes, metaphors, personification, and grade-appropriate idioms.												
6.LD-V.10. Determine meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).					•	•	•	•	•	•	•	•
Informational Text												
Expository Text												
6.IT-E.1. Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.					••	•	•	•	•	•	•	•
6.IT-E.2. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, and bibliography).					••	••	••	••	••	••	••	••
6.IT-E.3. Identify and use organizational structures in text, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.					•	•		•		•		•

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Document and Procedural Text												
6.IT-DP.4. Identify the components (e.g., directions, legend, illustrations, diagram, sequence, boldface print, headings) of document and procedural text.					●●	●●	●●	●●	●●	●●	●●	●●
Argument and Persuasive Text												
6.IT-A.5. Identify the effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers' thinking or behavior.												
6.IT-A.6. Recognize arguments for and against an issue.												
Literary Text												
Connections												
6.LT-C.1. Analyze the relevance of the setting (e.g., time, place, and situation) to the mood and tone of the text.												
Genre												
6.LT-G.2. Identify the characteristics of different forms of prose (short story, novel, novella, essay).												
Theme												
6.LT-T.3. Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.												
Fiction												
6.LT-F.4. Describe incidents that advance plot in a story or novel, explaining how each incident gives rise to the next or foreshadows a future event.												
6.LT-F.5. Provide examples of all the aspects of the setting (time, place, situation) in a story or novel.												

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Literary Nonfiction												
6.LT-LNF.6. Describe the structural differences among essays, speeches, autobiographies, and biographies.	●●●	●●●	●●●	●●●								
Poetry												
6.LT-P.7. Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) to uncover the meaning of a poem.	●●●	●●●	●●●	●●●								
Drama												
6.LT-D.8. Identify author's use of dialogue and stage directions.	●●●	●●●	●●●	●●●								
Style and Language												
6.LT-S.9. Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.	●●●	●●●	●●●	●●●								
Traditional and Narrative Classical Literature												
6.LT-TN.10. Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.	●●●	●●●	●●●	●●●								
6.LT-TN.11. Identify specific figures, objects, and places in Greek, Roman, and biblical literature that have influenced writers throughout the ages.	●●●	●●●	●●●	●●●								
Research												

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<p>6.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.</p> <ul style="list-style-type: none"> •Define the need for information and formulate open-ended research questions. •Initiate a plan for searching for information. •Use an expanded range of print and electronic resources (atlases, databases, online resources). •Gather relevant information through interviews. •Evaluate the relevance of information. •Locate specific information within resources by using indexes, tables of contents, & electronic searches of key words. •Communicate about basic technology components using appropriate vocabulary related to external and internal computer or other technology operations. •Organize and present research using the standards in the Writing strand. •Provide appropriate documentation in a consistent format. •Evaluate the research project as a whole. 					•	•	•	•	•	•	•	•
Writing												
Imaginative Writing												
6.W-I.1. Write stories that demonstrate careful placement of descriptive details about setting, characters, and events.												
Expository Writing												
6.W-E.2. Write explanations of a process that					••	••	••	•	•••	•	•••	•
•group ideas and place them in logical order and												
•include details to ensure the process is understandable.												

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6.W-E.3. Write research reports that •frame a key question about an issue or situation, •group ideas and place them in logical order, and •include facts and details that illuminate the main ideas.												
6.W-E.4. Write persuasive essays that support a position with organized and relevant evidence.												
Revision												
6.W-R.5. Revise writing to improve the level of detail and precision of language after determining where to add sensory detail and rearrange text.					●	●	●	●	●	●	●	●
Media												
6.M.1. Identify persuasive and propaganda techniques used in television; identify false and misleading information.												
6.M.2. Analyze media for ways they provide information or entertainment.												
6.M.3. Create multimedia presentations using computer technology, including graphics and animation.												
English Language Conventions												
6.EL.1. Identify eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).					●	●	●	●	●	●	●	●
6.EL.2. Identify and use prepositional phrases, appositives, and independent and dependent clauses to elaborate on ideas.					●	●	●	●	●	●	●	●

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6.EL.3. Expand or reduce sentences (adding or deleting modifiers, combining or breaking up sentences).					●	●	●	●	●	●	●	●
6.EL.4. Identify and use simple and compound sentences.					●	●	●	●	●	●	●	●
6.EL.5. Identify and employ correct usage for •present perfect, past perfect, and future perfect tense; •subject-verb agreement with compound subjects; •indefinite pronouns; and •elimination of fragments and run-ons.					●	●	●	●	●	●	●	●
6.EL.6. Spell frequently misspelled words correctly according to usage (e.g., their, they're, there).					●	●	●	●	●	●	●	●

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