

CORRELATIONS BETWEEN

State of Hawaii English Language Arts Education Standards
For Grade 6

and

Seeds of Science/Roots of Reading[®]

Units for Grades 2 through 5:

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity & Magnetism
Light Energy
Weather & Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

Hawaii English/Language Arts Standards – 6th Grade

Hawaii English/Language Arts Standards – 6th 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
<p>Reading Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</p>												
<p>Vocabulary and Concept Development</p>												
LA.6.1.1 Use grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study, including structural analysis of word parts					•	•	•	•	•	•	•	•
<p>Locating Sources/ Gathering Information</p>												
LA.6.1.2 Use grade-appropriate online and print sources to research a topic					•	•	•	•	•	•	•	•
<p>Reading Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of text</p>												
<p>Understanding Text Structures</p>												
LA.6.2.1 Compare structures of texts and apply those that are most appropriate for a given purpose					•	•	•	•	•	•	•	•
<p>Constructing Meaning</p>												
LA.6.2.2 Use knowledge of organizational structures (e.g., logical, classification) to construct meaning from texts					•	•	•	•	•	•	•	•
LA.6.2.3 Draw and support conclusions about information or ideas in a text					••	••	••	••	•••	•••	•••	•••

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LA.6.2.4 Identify evidence used to support an argument					●●	●●	●●	●●	●●●	●●●	●●●	●●●
Reading												
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical												
Interpretive Stance												
LA.6.3.1 Analyze plot, setting, characterization, or conflict to interpret theme in a literary text												
Critical Stance												
LA.6.3.2 Explain how an author's background is reflected in literature, including the use of language												
Literary Elements												
LA.6.3.3 Identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration)												
LA.6.3.4 Explain how personification and hyperbole enhance the meaning of the text												
Personal Connection												
LA.6.3.5 Explain how the author's description of setting and characters and his/her development of plot connect to self												

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<p>Writing</p> <p>Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</p>												
<p>Range of Writing</p> <p>LA.6.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> • narratives that establish a point of view and experiment with a range of devices (i.e., dialogue, suspense, flashback) • poems that experiment with poetic devices (figurative language, graphic elements) to convey a theme or impression • reports with a narrowed focus that allows for thorough treatment • business letters • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems 												
<p>Sentence Structure and Grammar</p>												

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LA.6.4.2 Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> • consistent verb tense across paragraphs • comparative and superlative forms of adjectives • coordinating and subordinating conjunctions • prepositional phrases • compound sentence joined by semicolon rather than conjunction and comma • subject-verb agreement with intervening phrase 					•	•	•	•	•	•	•	•
Punctuation, Capitalization, and Spelling												
LA.6.4.3 Edit writing to correct punctuation: <ul style="list-style-type: none"> • commas in direct address • colon after salutation • hyphens in written numbers • italics or underlining for emphasis • semicolons to join related independent clauses 												
LA.6.4.4 Use a variety of strategies and resources to spell grade-appropriate words					•	•	•	•	•	•	•	•
Citing Sources												
LA.6.4.5 Incorporate information from references by quoting, paraphrasing, and/or summarizing					••	••	•	•	••	••	••	••

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LA.6.4.6 Describe the reasons for citing sources (e.g., giving credit to original source, providing information for readers to follow up on an idea)												
LA.6.4.7 Cite various grade-appropriate sources using a consistent format when reporting information												
Writing												
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose												
Meaning												
LA.6.5.1 Select appropriate details, examples, reasons, and/or facts to support an insight, message, or thesis					●●	●●	●●	●●	●●●	●●●	●●	●●
Design												
LA.6.5.2 Use an organizational structure (e.g., chronological, comparison and contrast, spatial order, climactic order, order of importance) to support meaning					●●	●●	●●	●	●	●	●	●●
Clarity												
LA.6.5.3 Select words and phrases to establish the desired tone					●	●	●	●	●●	●●	●●	●●
LA.6.5.4 Vary sentence structure and grammatical forms (e.g., forms of adjectives, prepositional phrases,					●	●	●	●	●	●	●	●

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compound sentences) to improve clarity												
Voice												
LA.6.5.5 Adjust voice to suit the audience and situation (e.g., informal note to a peer, business letter to organization, research report)					•	•	•	•	••	••	••	••
Oral Communication												
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes												
Discussion and Presentation												
LA.6.6.1 Explain how appropriate participation affects the productivity of group activities					•	•	•	•	•	•	•	•
LA.6.6.2 Use language that facilitates open communication (e.g., phrasing comments in a positive way, using descriptive language to communicate a point)					•	•	•	•	•	•	•	•
LA.6.6.3 Give short prepared oral presentations to inform and persuade									••			••
Critical Listening												
LA.6.6.4 Use appropriate listening strategies (e.g., listening attentively, taking notes, asking questions) to learn from an oral presentation					•	•	•	•	••	••	••	••

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LA.6.6.5 Find out needed information by asking thoughtful questions	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●●	●●	●●●
Delivery												
LA.6.6.6 Adjust volume, pacing, pitch, tone, and voice to support the content of the message	●●	●●	●●	●●						●●		●●
LA.6.6.7 Use emphasis and repetition to highlight important points	●●	●●	●●	●●						●		●
LA.6.6.8 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Media Comprehension and Interpretation												
LA.6.6.9 Describe a variety of messages conveyed by visual media	●●	●●	●●	●●								
Oral Communication												
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation												
Meaning												
LA.6.7.1 Use relevant evidence and examples to support content	●●	●●	●●	●●	●●	●●	●	●	●●	●●	●●	●●

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Clarity												
LA.6.7.2 Use appropriate verbal and nonverbal language for various purposes and audiences					●	●	●	●	●	●●	●	●●

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