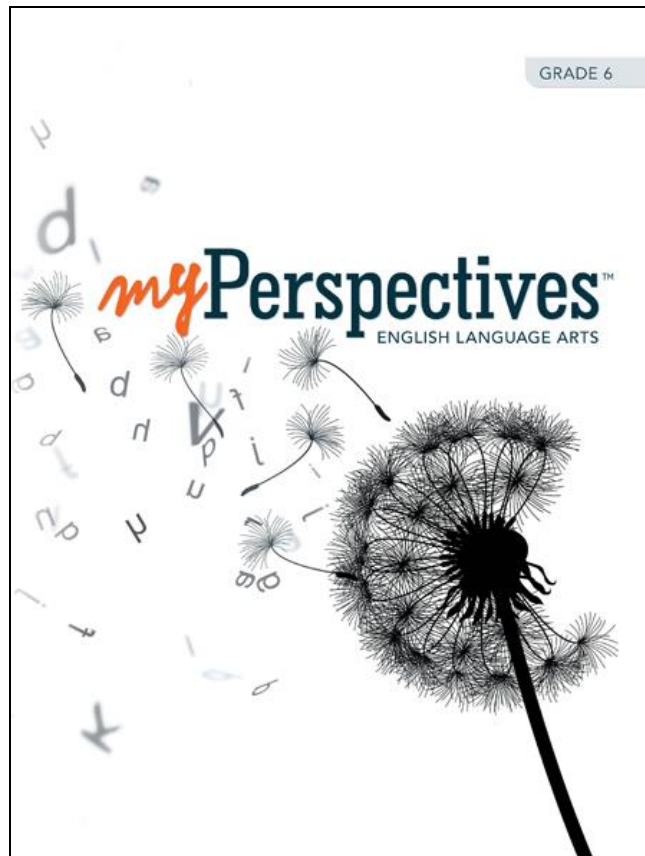


## A Correlation of



**Grade 6, ©2017**

To the

# **North Carolina Standard Course of Study for English Language Arts Grade 6**

**A Correlation of myPerspectives, Grade 6 to the  
North Carolina Standard Course of Study for English Language Arts**

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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 6
<b>READING: LITERATURE</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>RL.6.1</b> Cite textual <b>evidence</b> to support <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text.	<p><b>SE/TE:</b> “Gallery of ‘Calvin and Hobbes’ Comics,” 30; “I Was a Skinny Tomboy Kid,” 74; “Feathered Friend,” 200; <i>The Phantom Tollbooth</i>, Act I, 308; from <i>Alice’s Adventures in Wonderland</i>, 368.</p> <p>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, Literature 2, 3, 9</p>
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<b>RL.6.2</b> Determine a <b>theme</b> of a text and how it is <b>conveyed</b> through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><b>SE/TE: [Theme]</b> “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; from <i>Tales from the Odyssey</i>, 460; <b>[Summary]</b> <i>The Phantom Tollbooth</i>, Act I, 307</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, Literature, 15–16, 22</p>
<b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>RL.6.3</b> Describe how a particular story’s or <b>drama’s</b> plot unfolds in a <b>series</b> of episodes as well as how the <b>characters respond</b> or change as the plot moves toward a resolution.	<p><b>SE/TE:</b> “Hachiko,” 123; “Black Cowboy, Wild Horses,” 169; <i>The Phantom Tollbooth</i>, Act I, 308;</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, Literature, 28–29, 35</p>

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<b>CCR Anchor Standard R.4</b> – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
<b>RL.6.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in a text; <b>analyze</b> the impact of a specific word choice on <b>meaning</b> and <b>tone</b> .	<p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 22; “A Blessing,” 142; “Predators,” 149; “Jabberwocky,” 376; from <i>Tales from the Odyssey</i>, 459</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Grade 6&gt;Common Core Companion Workbook, Literature 41–42, 48  <i>myPerspectives Plus ELA</i>&gt; Reading Skills and Literary Analysis&gt; Tone  <i>myPerspectives Plus ELA</i>&gt; Academic Vocabulary and Word Study&gt; Interactive Vocabulary Lessons &amp; Word Study Worksheets</p>
<b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<b>RL.6.5</b> <b>Analyze</b> how a particular sentence, <b>chapter</b> , <b>scene</b> , or <b>stanza</b> fits into the overall <b>structure</b> of a text and contributes to the development of the <b>theme</b> , <b>setting</b> , or plot.	<p><b>SE/TE:</b> “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; <i>The Phantom Tollbooth</i>, Act I, 309; <i>The Phantom Tollbooth</i>, Act II, 341</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Grade 6&gt;Common Core Companion Workbook, Literature, 54–55</p>
<b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
<b>RL.6.6</b> Explain how an author <b>develops</b> the <b>point of view</b> of the narrator or speaker in a text.	<p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 21; <i>The Phantom Tollbooth</i>, Act I, 309</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Grade 6&gt;Common Core Companion Workbook, Literature, 61–6  <i>myPerspectives Plus ELA</i>&gt; Reading Skills and Literary Analysis&gt;Point of View, 1–2</p>

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<p><b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p><b>RL.6.7 Compare and contrast</b> the experience of reading a story, <b>drama</b>, or <b>poem</b> to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b>SE/TE:</b> <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; 350–351; “Jabberwocky,” 374;</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, Literature, 68–69</p>
<p><b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p><b>K-12 Not applicable to literature.</b></p>	
<p><b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>RL.6.9 Compare and contrast</b> texts in different forms or <b>genres</b> in terms of their <b>approaches</b> to similar <b>themes</b> and topics.</p>	<p><b>SE/TE:</b> from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “The Fun They Had,” 238 (TE); from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, Literature 75–76</p>

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<p><b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	
<p><b>RL.6.10</b> By the end of grade 6, read and understand literature within the 6-8 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:  <b>SE/TE:</b> “Hachiko,” 119; “A Blessing,” 139; The Phantom Tollbooth, Act I, 283; from Tales from the Odyssey, 453; Lewis &amp; Clark, 477            First-Read Guides, 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489</p> <p>Also see: from Brown Girl Dreaming, 13; "Gallery of 'Calvin and Hobbes' Comics," 27; "I Was a Skinny Tomboy Kid," 69; "Black Cowboy, Wild Horses," 163; "Feathered Friend," 195; "The Fun They Had," 239; from Alice's Adventures in Wonderland, 363; "Jabberwocky," 373</p> <p><b>Digital Resources:</b>  <i>myPerspectives ELA National Grade 6</i>&gt;Student Edition&gt;Units 1-5 Independent Learning  <i>myPerspectives Plus ELA</i>&gt; Reading Skills and Literary Analysis&gt;Applying Background Information  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 82–83</p>

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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 6
<b>READING: INFORMATIONAL TEXT</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p><b>RI.6.1</b> Cite textual <b>evidence</b> to support <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text.</p>	<p><b>SE/TE:</b> Cite Textual Evidence: "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; from <i>Bad Boy</i>, 66; "Teens and Technology Share a Future," 211; "Is Our Gain Also Our Loss?," 253; "To the Top of Everest," 472; from <i>My Life With the Chimpanzees</i>, 113; "The Importance of Imagination," 385; from <i>A Long Way Home</i>, 425; "Mission Twinpossible," 449</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 90–91, 97</p>
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<p><b>RI.6.2</b> Determine a <b>central idea</b> of a text and how it is <b>conveyed</b> through particular details; provide a <b>summary</b> of the text distinct from personal opinions or judgments.</p>	<p><b>SE/TE: [Central Ideas and Their Development]</b> from <i>Bad Boy</i>, 66; "The Importance of Imagination," 385; from <i>A Long Way Home</i>, 425; "To the Top of Everest," 472; <b>[Summary]</b> Unit Introductions, 8, 96, 190, 406; In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 19, 111, 251, 383, 470).</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 103–104, 110</p>

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<b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>RI.6.3 Analyze</b> in detail how a key individual, <b>event</b> , or idea is introduced, illustrated, and elaborated in a text.	<p><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; “Is Our Gain Also Our Loss?,” 253; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449; “To the Top of Everest,” 472</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 116–117</p>
<b>CCR Anchor Standard R.4</b> – Interpret words and <b>phrases</b> as they are used in a text and analyze how specific word choices shape meaning or tone.	
<b>RI.6.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in a text; <b>analyze</b> the impact of a specific word choice on <b>meaning</b> .	<p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76; from <i>A Long Way Home</i>, 427; “Mission Twinpossible,” 444</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 123–124  <i>myPerspectives Plus ELA</i>&gt; Academic Vocabulary and Word Study&gt;Interactive Vocabulary Lessons &amp; Word Study Worksheets</p>
<b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<b>RI.6.5 Analyze</b> how a particular sentence, paragraph, chapter, or section fits into the overall <b>structure</b> of a text and contributes to the development of the ideas.	<p><b>SE/TE:</b> “Declaration of the Rights of the Child,” 47; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; from <i>Bad Boy</i>, 66; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 130–131</p>



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<b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
<b>RI.6.6</b> Determine an author’s <b>point of view</b> or purpose in a text and explain how it is <b>conveyed</b> in the text.	<p><b>SE/TE:</b> from <i>Bad Boy</i>, 66; from <i>My Life With the Chimpanzees</i>, 113; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 385</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 137–138</p>
<b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RI.6.7</b> Integrate information presented in different media or formats, including visually and <b>quantitatively</b> , as well as in words to <b>develop a coherent</b> understanding of a topic or issue.	<p><b>SE/TE:</b> “Monkey Master,” 152–160; “The Internet of Things,” 224–227; from <i>Tales from the Odyssey</i> / “To the Top of Everest,” 474–475; from <i>Lewis &amp; Clark</i>, 476, 482, 483;</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 144–145</p>
<b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>RI.6.8</b> Trace and <b>evaluate</b> the argument and specific <b>claims</b> in a text, distinguishing <b>claims</b> that are supported by reasons and <b>evidence</b> from <b>claims</b> that are not.	<p><b>SE/TE:</b> “Teens and Technology Share a Future,” 211; “The Black Hole of Technology,” 219; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223;</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 151–152</p>

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<p><b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>RI.6.9 Compare and contrast</b> one author’s presentation of events with that of another.</p>	<p><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76-77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222-223;</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 158-159</p>

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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 6
<p><b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	
<p><b>RI.6.10</b> By the end of grade 6, read and understand informational texts within the 6-8 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 13; "Declaration of the Rights of the Child," 43; "The Black Hole of Technology," 215; "Is Our Gain Also Our Loss?," 249; "To the Top of Everest," 463; First-Read Guides, 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489; "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; from <i>Bad Boy</i>, 61; from <i>My Life With the Chimpanzees</i>, 101; "Monkey Master," 153; "Teens and Technology Share a Future," 207; "The Internet of Things," 225; "Bored...and Brilliant? A Challenge to Disconnect from Your Phone," 257; "The Importance of Imagination," 381; from <i>A Long Way Home</i>, 411; "BBC Science Club: All About Exploration," 431; "Mission Twinpossible," 445; from <i>Lewis &amp; Clark</i>, 477</p> <p><b>Digital Resources:</b>  <i>myPerspectives ELA National Grade 6</i>&gt;Student Edition&gt;Units 1-5 Independent Learning  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 165–166  <i>myPerspectives Plus ELA</i>&gt; Reading Skills and Literary Analysis&gt;Applying Background Information</p>

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<b>WRITING</b>	
<b>CCR Anchor Standard W.1</b> – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<b>W.6.1</b> Write <b>arguments</b> to support <b>claims</b> with clear reasons and relevant <b>evidence</b> .	<p><b>SE/TE:</b> “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p><b>SE/TE:</b> “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt;Common Core Companion Workbook Literature, 177–178</p>
b. Introduce <b>claim(s)</b> and organize the reasons and <b>evidence</b> clearly.	<p><b>SE/TE:</b> “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Writing and Research; <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt;Common Core Companion Workbook Literature, 177–178</p>

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c. Support <b>claim(s)</b> with clear reasons and relevant <b>evidence</b> , using credible sources and demonstrating an understanding of the topic or text.	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>
d. Use words, <b>phrases</b> , and clauses to clarify the relationships among <b>claim(s)</b> and reasons.	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 231–232, 438</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt;Common Core Companion Workbook Literature, 178</p>
e. Establish and maintain a <b>formal</b> style.	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 232, 437</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt;Common Core Companion Workbook Literature, 178</p>
f. Provide a concluding statement or section that follows from the argument presented.	<p><b>SE/TE:</b> from <i>A Long Way Home</i>, 428; Whole-Class Performance Tasks, 230, 436</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt;Common Core Companion Workbook Literature, 179</p>

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<p>g. With some guidance and support from peers and adults, <b>develop</b> and strengthen writing as needed by <b>revising, editing</b>, rewriting, or trying a new approach, with consideration to <b>task, purpose</b>, and audience.</p>	<p><b>SE/TE:</b> “Teens and Technology Share a Future” “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 173–183</p>
<p><b>CCR Anchor Standard W.2</b> – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p><b>W.6.2</b> Write <b>informative/explanatory</b> texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and <b>analysis</b> of relevant content.</p>	<p><b>SE/TE:</b> “A Blessing” / “Predators,” 150–151; from <i>Alice’s Adventures in Wonderland</i>, 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; Whole-Class Performance Tasks, 128–130, 132</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 184–195  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-Middle School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> “A Blessing” / “Predators,” 150–151; from <i>Alice’s Adventures in Wonderland</i>, 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; Whole-Class Performance Tasks, 128–130, 132</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 184–195  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons</p>

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<p>b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include <b>formatting</b>, <b>graphics</b>, and multimedia when useful to aiding comprehension.</p>	<p><b>SE/TE:</b> from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 77; from <i>My Life with the Chimpanzees</i>, 116; "A Blessing" / "Predators," 150–151; "The Importance of Imagination," 387; Whole-Class Performance Task, 130</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Writing and Research</p>
<p>c. <b>Develop</b> the topic with relevant facts, definitions, <b>concrete details</b>, quotations, or other information and examples.</p>	<p><b>SE/TE:</b> "The Importance of Imagination," 387; "All About Exploration," 433; "Mission Twinpossible," 451; from <i>Tales from the Odyssey</i> "To the Top of Everest," 474; Whole-Class Performance Task, 129</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 184–195 <i>myPerspectives Plus ELA</i>&gt; Writing and Research</p>
<p>d. Use appropriate <b>transitions</b> to clarify the relationships among ideas and concepts.</p>	<p><b>SE/TE:</b> from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 77; from <i>My Life with the Chimpanzees</i>, 116; "The Importance of Imagination," 387; from <i>Tales From the Odyssey</i> / "To the Top of Everest," 475; Whole-Class Performance Task, 132</p>
<p>e. Use precise language and <b>domain-specific vocabulary</b> to inform about or explain the topic.</p>	<p><b>SE/TE:</b> from <i>My Life with the Chimpanzees</i>, 116; "The Importance of Imagination," 387; Whole-Class Performance Task, 132</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 189</p>

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f. Establish and maintain a <b>formal</b> style.	<p><b>SE/TE:</b> Whole-Class Performance Task, 132</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 189  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt;The Writing Process-Middle School&gt;Revising: Style and Tone</p>
g. Provide a concluding statement or section that follows from the information or explanation presented.	<p><b>SE/TE:</b> Whole-Class Performance Task, 130</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 190  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons. Informative/ Explanatory Writing-Middle School&gt; Learn More: Conclusion</p>
h. With some guidance and support from peers and adults, <b>develop</b> and strengthen writing as needed by <b>revising, editing,</b> rewriting, or trying a new approach, with consideration to <b>task, purpose,</b> and audience.	<p><b>SE/TE:</b> "A Blessing" / "Predators," 150–151; from <i>Alice's Adventures in Wonderland</i>, 371; "All About Exploration," 433; "Mission Twinpossible," 451; Whole-Class Performance Tasks, 128–130, 132, 180, 181</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 184–195  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; Informative/ Explanatory Writing-Middle School</p>



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<b>CCR Anchor Standard W.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>W.6.3</b> Write <b>narratives</b> to <b>develop</b> real or imagined experiences or <b>events</b> using effective technique, relevant descriptive details, and well-structured event sequences.	<p><b>SE/TE:</b> “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 196–206  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-Middle School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p><b>SE/TE:</b> “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 196–206  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; Narrative Writing-Middle School</p>
b. Engage and orient the reader by establishing a <b>context</b> and introducing a narrator and/or <b>characters</b> ; organize an <b>event sequence</b> that unfolds naturally and logically.	<p><b>SE/TE:</b> “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; Narrative Writing-Middle School</p>

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<p>c. Use narrative techniques, such as <b>dialogue</b>, <b>pacing</b>, and <b>description</b>, to <b>develop</b> experiences, <b>events</b>, and/or <b>characters</b>.</p>	<p><b>SE/TE:</b> “The Fun They Had,” 247; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 33, 35–36, 353</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; Narrative Writing-Middle School  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 200</p>
<p>d. Use a variety of <b>transition</b> words, <b>phrases</b>, and clauses to convey sequence and signal shifts from one time frame or <b>setting</b> to another.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 34, 356;</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 201</p>
<p>e. Use precise words and <b>phrases</b>, relevant descriptive details, and sensory language to convey experiences and <b>events</b>.</p>	<p><b>SE/TE:</b> “The Fun They Had,” 247; Whole-Class Performance Tasks, 33, 35–36, 353</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; Narrative Writing-Middle School</p>
<p>f. Provide a conclusion that follows from the narrated experiences or <b>events</b>.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 354</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; The Writing Process-Middle School  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 202</p>

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<p>g. With some guidance and support from peers and adults, <b>develop</b> and strengthen writing as needed by <b>revising, editing,</b> rewriting, or trying a new approach, with consideration to <b>task, purpose,</b> and audience.</p>	<p><b>SE/TE:</b> “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 196–206  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; The Writing Process-Middle School</p>
<p><b>CCR Anchor Standard W.4</b> – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</p>	
<p><b>W.6.4</b> Use <b>digital tools</b> and resources to <b>produce</b> and <b>publish</b> writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.</p>	<p><b>SE/TE:</b> “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 227–245  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Writing Lessons&gt; The Writing Process-Middle School</p>
<p><b>CCR Anchor Standard W.5</b> – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p><b>W.6.5</b> Conduct short <b>research</b> projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p>	<p><b>SE/TE:</b> “Feathered Friend,” 205; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; “BBC Science Club: All About Exploration,” 433; from <i>Lewis &amp; Clark</i>, 483</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Research Lessons&gt; Research Writing-Middle School  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 246–247, 250</p>

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<b>CCR Anchor Standard W.6</b> – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>W.6.6</b> Gather relevant information from multiple print and <b>digital sources</b> ; assess the credibility of each source; and quote or <b>paraphrase</b> the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p><b>SE/TE:</b> “Gallery of <i>Calvin and Hobbes</i> Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from <i>Alice’s Adventures in Wonderland</i>, 371; “Mission Twinpossible,” 451</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 253–266  <i>myPerspectives Plus ELA</i>&gt; Writing and Research&gt;Interactive Research Lessons&gt; Research Writing-Middle School</p>
<b>SPEAKING AND LISTENING</b>	
<b>CCR Anchor Standard SL.1</b> – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
<b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	<p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life with the Chimpanzees</i>, 117; “Hachiko,” 127; “Monkey Master,” 161</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions-Middle School  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 286–291</p>

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<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to <b>evidence</b> on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life with the Chimpanzees</i>, 117; “Hachiko,” 127; “Is Our Gain Also Our Loss?,” 255</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions-Middle School</p>
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 25; <i>My Life with the Chimpanzees</i>, 117; “Hachiko,” 127; “Is Our Gain Also Our Loss?,” 255</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</p>
<p>c. Pose and <b>respond</b> to specific <b>questions</b> with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SE/TE:</b> <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life with the Chimpanzees</i>, 117; “Monkey Master,” 161</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions-Middle School</p>
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through <b>reflection</b> and paraphrasing.</p>	<p><b>SE/TE:</b> “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>A Long Way Home</i>, 429</p> <p>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Evaluating Presentations-Middle School</p>

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<b>CCR Anchor Standard SL.2</b> – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>SL.6.2</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	<p><b>SE/TE:</b> “Gallery of ‘Calvin and Hobbes’ Comics,” 31; “The Internet of Things,” 227; from <i>A Long Way Home</i>, 429</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview. For example, see 40, 136, 236, 360, 442</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 293–294</p>
<b>CCR Anchor Standard SL.3</b> – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
<b>SL.6.3 Delineate</b> a speaker’s argument and specific <b>claims</b> , distinguishing <b>claims</b> that are supported by reasons and <b>evidence</b> from <b>claims</b> that are not.	<p><b>SE/TE:</b> Small-Group Performance Task, 260–261</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Evaluating Presentations-Middle School  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 297–298, 301</p>
<b>CCR Anchor Standard SL.4</b> – Present information, findings, and supporting evidence such that listeners can follow the <b>line of reasoning</b> and the organization, development, and style are appropriate to task, purpose, and audience.	
<b>SL.6.4</b> Present <b>claims</b> and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate <b>main ideas</b> or <b>themes</b> ; adapt speech to a variety of <b>contexts</b> and tasks.	<p><b>SE/TE:</b> “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 304–305, 308</p>

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<p><b>CCR Anchor Standard SL.5</b> – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>SL.6.5</b> Include <b>multimedia components</b> and visual displays in presentations to clarify information.</p>	<p><b>SE/TE:</b> “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; “Jabberwocky,” 379; “All About Exploration,” 433</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 311–312  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Giving a Presentation</p>
<p><b>LANGUAGE</b></p>	
<p><b>CCR Anchor Standard L.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</p>	
<p><b>L.6.1</b> Demonstrate command of the conventions of standard English <b>grammar</b> and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>	<p><b>SE/TE:</b> “The Black Hole of Technology,” 221, 223; <i>The Phantom Tollbooth</i>, Act II, 343–344; from <i>Alice’s Adventures in Wonderland</i>, 370; Whole-Class Performance Tasks, 131–133, 355–357</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Conventions&gt;Interactive Grammar Practice Lessons; Grammar Tutorials; Grammar Worksheets  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Giving a Presentation</p>

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<b>CCR Anchor Standard L.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
<b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, <b>punctuation</b> , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	<p><b>SE/TE:</b> from <i>My Life with the Chimpanzees</i>, 115–116; “Hachiko,” 125–126; “Teens and Technology Share a Future,” 212; Whole-Class Performance Tasks, 37, 357</p> <p><b>Digital Resources</b> <i>myPerspectives Plus</i> ELA&gt;Conventions&gt;Interactive Grammar Practice Lessons; Grammar Tutorials; Grammar Worksheets</p>
<b>CCR Anchor Standard L.3</b> – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
<b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439</p> <p>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus</i> ELA&gt;Conventions&gt;Interactive Grammar Practice Lessons; Grammar Tutorials; Grammar Worksheets <i>myPerspectives Plus</i> ELA&gt;Speaking and Listening&gt;Giving a Presentation</p>
a. Vary sentence patterns for <b>meaning</b> , reader/listener interest, and style.	<p><b>SE/TE:</b> <i>The Phantom Tollbooth</i>, Act II, 343–344; Whole-Class Performance Tasks, 35–37, 355–357</p> <p><b>Digital Resources</b> <i>myPerspectives Plus</i> ELA&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 335–336</p>



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<p>b. Maintain consistency in style and <b>tone</b>.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 35–37, 132, 232, 437–439</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 337–338</p>
<p><b>CCR Anchor Standard L.4</b> – Determine and/or clarify the meaning of unknown and multiple-meaning words and <b>phrases</b> by using <b>context</b> clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p><b>L.6.4</b> Determine and/or clarify the <b>meaning of unknown and multiple-meaning words and phrases</b> based on grade 6 reading and content, choosing flexibly from a range of strategies: <b>context</b> clues, word parts, <b>word relationships</b>, and <b>reference materials</b>.</p>	<p><b>SE/TE:</b> Declaration of the Rights of the Child, 42–44, 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “A Blessing,” 138–141; “Predators,” 144, 146, 147; “Monkey Master,” 152, 156–158, 160</p> <p>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p> <p><b>Digital Resources</b>  <i>myPerspectives ELA National Grade 6</i>&gt; Unit Resources 1-5 &gt;Bad Boy; &gt;“I Was a Skinny Tomboy Kid”; &gt;“Black Cowboy, &gt;Wild Horses”; &gt;“The Black Hole of Technology”; &gt;“The Fun They Had”; &gt;“Is Our Gain Also Our Loss?”&gt; from Alice’s Adventures in Wonderland; “Jabberwocky”; &gt;“The Importance of Imagination”; &gt;“Mission Twinpossible”;&gt; “To the Top of Everest”</p>

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<b>CCR Anchor Standard L.5</b> – Demonstrate understanding of figurative language and nuances in word meanings.	
<b>L.6.5</b> Demonstrate understanding of <b>figurative language</b> and <b>nuances</b> in word <b>meanings</b> .	<p><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “I Was a Skinny Tomboy Kid,” 75–77; My Life with the Chimpanzees, 114; <i>The Phantom Tollbooth</i>, Act I, 310; from <i>Alice’s Adventures in Wonderland</i>, 368</p> <p><b>Digital Resources</b> myPerspectives ELA National Grade 6&gt; Unit Resources&gt;Unit 2 &gt;“Hachiko: The True Story of a Loyal Dog”; &gt;“A Blessing”; &gt;“Predators”; &gt;“Monkey Master”; &gt;“Black Cowboy, Wild Horses” ; Unit 4 &gt;The Phantom Tollbooth, Act II; &gt;Unit 5 A Long Way Home; &gt;“Mission Twinpossible”</p>
a. Interpret figures of speech in <b>context</b> based on grade 6 reading and content.	<p><b>SE/TE:</b> “I Was a Skinny Tomboy Kid,” 75–77; “A Blessing,” 142; “Black Cowboy, Wild Horses,” 163; from <i>A Long Way Home</i>, 415</p> <p><b>Digital Resources</b> myPerspectives ELA National Grade 6&gt; Unit Resources&gt;Unit 2&gt;“Monkey Master”; &gt;The Phantom Tollbooth, Act II</p>
b. Distinguish among the <b>connotations</b> of words with similar <b>denotations</b> .	<p><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “Predators,” 149; <i>The Phantom Tollbooth</i>, Act I, 310</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt; Standards Practice&gt; Common Core Companion Workbook Literature, 351–352</p>

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<p><b>CCR Anchor Standard L.6</b> – Acquire and use accurately a range of general academic and <b>domain-specific</b> words and <b>phrases</b> sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and <b>domain-specific</b> words and <b>phrases</b>; develop vocabulary knowledge when considering a word or <b>phrase</b> important to comprehension or expression.</p>	<p><b>SE/TE:</b> Gallery of <i>Calvin and Hobbes</i> Comics, 26, 30; “Teens and Technology Share a Future,” 206, 212; Unit Introductions, 5, 93</p> <p>In addition, students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Study</p>