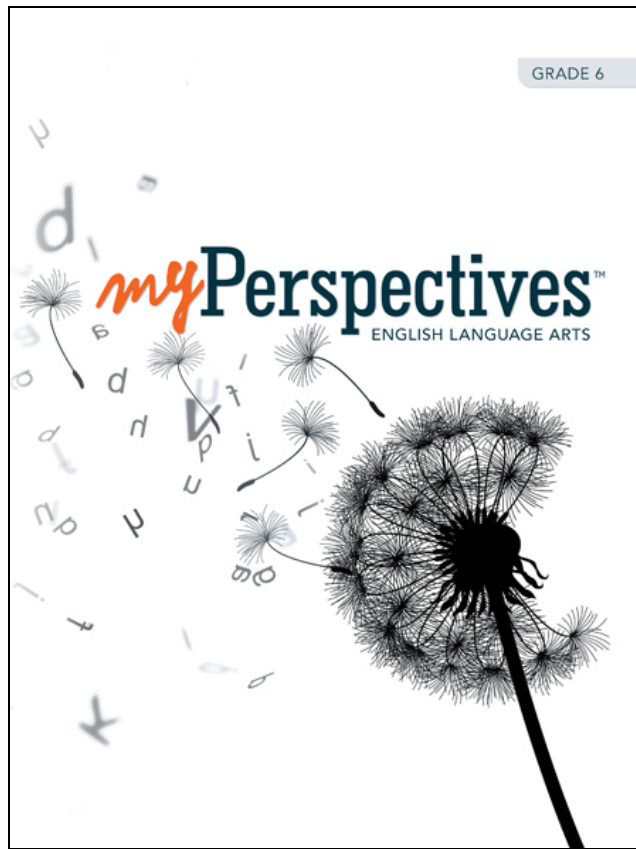


A Correlation of



Grade 6, ©2017

To the

Alabama Standards for Literacy in Science and Technical Subjects Grade 6

A Correlation of **myPerspectives English Language Arts ©2017, Grade 6** to the **Alabama Standards for Literacy in Science and Technical Subjects**

Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of the **Alabama Standards for Literacy in Science and Technical Subjects**. Correlation page references are to the Student Edition and Teacher’s Edition.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Alabama Standards for Literacy in Science and Technical Subjects	myPerspectives ©2017, Grade 6
6-8 - Grades 6-8 Literacy in Science and Technical Subjects	
(CCSS.ELA-Literacy.RST.6-8) Reading	
Key Ideas and Details	
(CCSS.ELA-Literacy.RST.6-8.1) Cite specific textual evidence to support analysis of science and technical texts.	SE/TE: 45-47, 111-114, 209-211, 217-219, 470-472
(CCSS.ELA-Literacy.RST.6-8.2) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	SE/TE: 46, 112, 210, 218, 385, 425, 472
(CCSS.ELA-Literacy.RST.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	For supporting content, please see: SE/TE: 448, 451
Craft and Structure	
(CCSS.ELA-Literacy.RST.6-8.4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	SE/TE: 46, 100, 206, 212, 214, 220, 405, 430
(CCSS.ELA-Literacy.RST.6-8.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	SE/TE: 47, 113, 211, 219, 385
(CCSS.ELA-Literacy.RST.6-8.6) Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	SE/TE: 113, 211, 219
Integration of Knowledge and Ideas	
(CCSS.ELA-Literacy.RST.6-8.7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	SE/TE: 161 TE Only: 167, 206, 226, 255, 383
(CCSS.ELA-Literacy.RST.6-8.8) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	SE/TE: 211, 219 TE Only: 153, 382

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(CCSS.ELA-Literacy.RST.6-8.9) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	SE/TE: 222-223, 225-226
Range of Reading and Level of Text Complexity	
(CCSS.ELA-Literacy.RST.6-8.10) By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	SE/TE: 101-111, 153-159, 207-209, 215-217, 381-383, 463-470
6-8 - Grades 6-8 Writing in History/Social Studies, Science and Technical Subjects	
(CCSS.ELA-Literacy.WHST.6-8) Writing	
Text Types and Purposes These broad types of writing include many subgenres.	
(CCSS.ELA-Literacy.WHST.6-8.1) Write arguments focused on discipline-specific content.	
(CCSS.ELA-Literacy.WHST.6-8.1.a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: 204, 222, 228-229, 260-261, 267-268, 434-436
(CCSS.ELA-Literacy.WHST.6-8.1.b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	SE/TE: 204, 222, 229-230, 260-261, 267-268, 434-436
(CCSS.ELA-Literacy.WHST.6-8.1.c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: 204, 223, 231-232, 438
(CCSS.ELA-Literacy.WHST.6-8.1.d) Establish and maintain a formal style.	SE/TE: 228-233, 268, 434-439
(CCSS.ELA-Literacy.WHST.6-8.1.e) Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: 204, 230, 436

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(CCSS.ELA-Literacy.WHST.6-8.2) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
(CCSS.ELA-Literacy.WHST.6-8.2.a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/TE: 49, 116, 128-130, 179-180, 387, 474-475
(CCSS.ELA-Literacy.WHST.6-8.2.b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: 49, 76-77, 116, 128-130, 179-180, 387, 474-475
(CCSS.ELA-Literacy.WHST.6-8.2.c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: 116, 128, 132, 180, 387, 475
(CCSS.ELA-Literacy.WHST.6-8.2.d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: 116, 128, 132, 451, 475
(CCSS.ELA-Literacy.WHST.6-8.2.e) Establish and maintain a formal style and objective tone.	SE/TE: 128-133, 180
(CCSS.ELA-Literacy.WHST.6-8.2.f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: 128-130, 228-230, 434, 436
Production and Distribution of Writing	
(CCSS.ELA-Literacy.WHST.6-8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: 180, 204, 222-223, 228-233, 268, 434-439, 492
(CCSS.ELA-Literacy.WHST.6-8.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	SE/TE: 128-133, 228-233, 387, 434-439

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(CCSS.ELA-Literacy.WHST.6-8.6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	SE/TE: 133, 205, 259, 439
Research to Build and Present Knowledge	
(CCSS.ELA-Literacy.WHST.6-8.7) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	SE/TE: 161, 259, 433, 451, 483
(CCSS.ELA-Literacy.WHST.6-8.8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE/TE: 161, 259, 433, 451, 483
(CCSS.ELA-Literacy.WHST.6-8.9) Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 222-223, 228-233, 434-439
Range of Writing	
(CCSS.ELA-Literacy.WHST.6-8.10) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: 128-133, 180, 228-233, 268, 434-439, 492