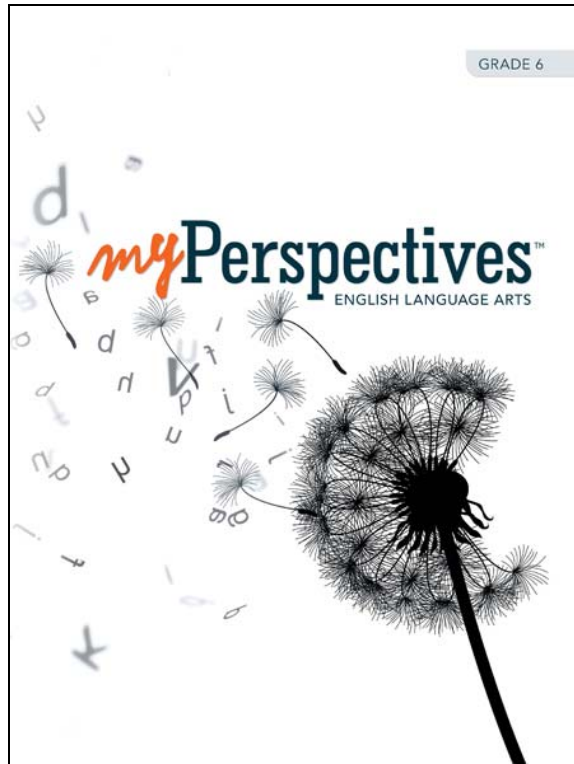


A Correlation of



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To the

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Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of the Arkansas English Language Arts Standards (2016). Correlation page references are to the Student Edition and Teacher’s Edition and are cited by activity and page number.

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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Arkansas English Language Arts Standards	myPerspectives ©2017 Grade 6
Grade-Level Standards for Reading Literature	
Grade 6	
Key Ideas and Details	
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Cite Textual Evidence 20, 21, 73, 74, 141, 147, 168, 244, 308, 309, 340, 341, 368, 376; Conclude, 283, 284, 288, 291, 292, 294, 296, 299, 301, 302, 304, 314, 315, 317, 319, 321, 325, 327, 330, 332, 333, 334, 335, 336; Make Inferences, 20, 30, 197, 199, 200, 424</p> <p>TE only: Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419, 467, 468, 471; Question, 165, 289, 306, 313, 329, 333, 338, 364, 373, 419, 422, 471</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> Common Core Companion, 2–3, 9</p>
<p>RL.6.2 Examine a <i>grade-appropriate</i> literary text</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i>. • Determine a <i>theme</i> of a text and how it is conveyed through particular details. 	<p>SE/TE: Determine Theme 74, 123, 201, 245, 460; Comparing Development of Theme, 76–77; Analyze Science Fiction Writing, 245; Writing to Sources, 204; Summary, 8, 307</p> <p>TE only: Author’s Perspective, 22; Analyze Theme, 338; Analyze Details, 63; Theme, 71; Challenge, 140; Small-Group Learning, 144, 363; Conclude, 313; Analyze Theme, 338</p> <p><u>Additional Resources</u> Common Core Companion, 15–16, 22</p>

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<p>RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Dialogue in Drama, 309; Historical Fiction, 123; Analyze Characterization and Personification, 369; Notebook, 167; Analyze the Text, 168, 200; Analyze Science Fiction Writing, 245 TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317</p> <p><u>Additional Resources</u> Common Core Companion, 28–29, 35</p>
Craft and Structure	
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or <i>tone</i>.</p>	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 425; Analyze Elements of Poetry: Word Choice and Tone, 142; Author's Style: Word Choice, 246; Word Study: Onomatopoeia, 141; Analyze Meaning and Tone: Sound Devices, 377; Metaphor, 207; Personification, 369; Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 148; also see: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384, 459</p> <p><u>Additional Resources</u> Common Core Companion, 41–42, 48; myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</p>
<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the <i>theme</i>, setting, or plot.</p>	<p>SE/TE: Analyze Craft and Structure, 74, 201, 309, 341; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Structure, Punctuation, and Spacing in Poetry, 149; Analyze Science Fiction Writing, 245</p> <p><u>Additional Resources</u> Common Core Companion, 54–55</p>

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RL.6.6 Explain how an author develops the <i>point of view</i> and/or <i>perspective</i> of the narrator or speaker in a text.	SE/TE: Determine Point of View, 21; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Dialogue in Drama, 309; Writing to Sources, 344 TE only: Challenge, 367, 423 <u><i>Additional Resources</i></u> Common Core Companion, 61–62; myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View, 1–2
Integration of Knowledge and Ideas	
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem 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.	SE/TE: <i>The Phantom Tollbooth</i> , / <i>The Phantom Tollbooth</i> (media), 346–347; 350–351; Prepare to Compare, 350; Writing to Compare, 351 "Jabberwocky," (Media Connection), 374; Research, 371 <u><i>Additional Resources</i></u> Common Core Companion, 68–69
RL.6.8 Not applicable to literature.	Not applicable to literature according to the Arkansas English Language Arts Standards
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar <i>themes</i> and topics.	SE/TE: Prepare to Compare, 76; Prepare to Compare, 76; Writing to Compare, 77; "The Fun They Had," 238 TE only: Writing to Compare, 474–475 <u><i>Additional Resources</i></u> Common Core Companion, 75–76

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Range of Reading and Level of Text Complexity	
<p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read Guide: 82, 176, 264, 392, 478; Close-Read Guide: 83, 177, 265, 393, 479</p> <p><u><i>Additional Resources</i></u> <i>from Brown Girl Dreaming, 13; "Gallery of 'Calvin and Hobbes' Comics," 27; "I Was a Skinny Tomboy Kid," 69; "Hachiko," 119; "A Blessing," 139; "Black Cowboy, Wild Horses," 163; "Feathered Friend," 195; "The Fun They Had," 239; The Phantom Tollbooth, Act I, 283; from Alice's Adventures in Wonderland, 363; "Jabberwocky," 373; from Tales From the Odyssey, 453; Lewis & Clark, 477</i></p> <p><i>Independent-Learning Selections (Digital Only): from Peter Pan, "Oranges," "Raymond's Run," "Eleven," from The Wind in the Willows, "How the Camel Got His Hump," "All Watched Over By Machines of Loving Grace," "Sonnet, without Salmon," from The Wonderful Wizard of Oz, "Our Wreath of Rose Buds," "The Shah of Blah," "Prince Francis," from Sacajawea; Common Core Companion, 82-83</i></p>

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Grade-Level Standards for Reading Informational Text	
Key Ideas and Details	
<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Cite Textual Evidence, 46, 56, 65, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448, 455, 461, 472; Analyze the Text, 57, 66, 211, 253, 472; Draw Conclusions, 30, 112, 200; Make Inferences, 30, 200, 432; Determine the Central Idea: Make Inferences, 449; Conclude, 415, 417, 420, 421; Analyze Craft and Structure, 113, 385, 425, 449</p> <p>TE only: Conclude, 27, 28, 51, 101, 106, 153, 155, 157, 195, 215, 225, 249, 257, 431, 445; Question, 195, 215, 239, 249, 431</p> <p><u>Additional Resources</u> Common Core Companion, 90–91, 97</p>
<p>RI.6.2 Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i>. • Determine a central idea and how it is conveyed through particular details. 	<p>SE/TE: Determine a Central Idea, 66; Central Ideas and Their Development, 425, 472; Writing to Sources: Objective Summary, 227; Analyze Author’s Influence, 385; The Importance of Imagination: 385; Determine the Central Idea: Make Inferences, 449; Unit Introductions (summary), 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>TE only: Small Group Close Reading, 62; Analyze Details, 63; Main Idea, 153; Analyze Key Details, 445</p> <p><u>Additional Resources</u> Common Core Companion, 103–104, 110</p>

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RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p>SE/TE: Development of Ideas, 57; Analyze Key Ideas: Characterization, 123; Development of Ideas: Reflective Writing, 253; Analyze Author's Influences, 385; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462; Analyze the Text, 46; Analyze Craft and Structure, 425, 449, 472</p> <p>TE: only: Analyze Sequence of Events, 51</p> <p><u>Additional Resources</u> Common Core Companion, 116–117</p>
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>SE/TE: Determine Author's Purpose and Point of View, 211, 219; The Black Hole of Technology: 219; Analyze Word Choice: Figurative and Technical Meanings, 425; Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426, 452, 455, 458, 461; Writing to Compare, 76; Word Choice and Mood, 427; Technical Vocabulary, 444</p> <p><u>Additional Resources</u> Common Core Companion, 123–124</p>
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p>SE/TE: Development of Ideas: Structure, 47; Biographical Writing, 57; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462; Author's Craft and Structure, 66</p> <p><u>Additional Resources</u> Common Core Companion, 130–131</p>

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<p>RI.6.6 Determine an author's <i>point of view, perspective</i>, and/or purpose in a text and explain how it is conveyed in the text.</p>	<p>SE/TE: Point of View, 21; Analyze Author's Purpose and Point of View, 113, 211, 219; Author's Purpose, 66; Preparing for Discussion, 222; Writing to Compare, 223; Author's Craft and Structure, 253, 385</p> <p>TE only: Analyze First-Person Narrative, 101; Analyze Persuasive Techniques, 208; Challenge, 221</p> <p><u>Additional Resources</u> Common Core Companion, 137–138</p>
Integration of Knowledge and Ideas	
<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>SE/TE: Analyze the Media, 30, 160, 258, 432, 472; also see: "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 & Clark</i>, 483</p> <p><u>Additional Resources</u> Common Core Companion, 144–145</p>
<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: Author's Perspective: Argument, 211; "Persuasive Techniques, 219; Prepare to Compare, 222, 464; Writing to Compare, 223, 465; What on Earth Is Left to Explore?, 404–407</p> <p><u>Additional Resources</u> Common Core Companion, 151–152</p>
<p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>SE/TE: "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; Writing to Compare, 223</p> <p><u>Additional Resources</u> Common Core Companion, 158–159</p>

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Range of Reading and Level of Text Complexity	
<p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE/TE: First-Read Guide: 82, 176, 264, 392, 488; Close-Read Guide: 83, 177, 265, 393, 489</p> <p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><u>Additional Resources</u> <i>from Brown Girl Dreaming, 13; "Declaration of the Rights of the Child," 43; "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; from Bad Boy, 61; from My Life With the Chimpanzees, 101; "Monkey Master," 153; "Teens and Technology Share a Future," 207; "The Black Hole of Technology," 215; "The Internet of Things," 225; "Is Our Gain Also Our Loss?," 249; "Bored...and Brilliant? A Challenge to Disconnect From Your Phone," 257; "The Importance of Imagination," 381; from A Long Way Home, 411; "BBC Science Club: All About Exploration," 431; "To the Top of Everest," 463 "Mission Twinpossible," 445; from Lewis & Clark, 477</i></p> <p><i>Independent-Learning Selections (Digital Only):</i> <i>"The Boy Nobody Knew," "The Girl Who Gets Gifts From Birds," "Pet Therapy: How Animals and Humans Heal Each Other," "7-Year-Old Girl Gets New Hand From 3-D Printer," "Screen Time Can Mess With the Body's 'Clock,'" "Teen Researchers Defend Media Multitasking," "Mars Can Wait. Oceans Can't.," from Shipwreck at the Bottom of the World, "The Legacy of Arctic Explorer Matthew Henson," "Should NASA Pay Companies to Fly Astronauts to the International Space Station?" / "Should Polar Tourism Be Allowed?"; Common Core Companion, 165–166</i></p>

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Grade-Level Standards for Writing Standards K-12	
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	<p>SE/TE: Whole-Class Performance Task: Argument, 228–233, 434–439; Writing to Sources; Argument, 204, 428; Assessment: Argument, 268, 282; Small-Group Performance Task: Advertisement, 474–475; Writing to Compare: Opinion Essay, 465; Small-Group Performance Tasks, 260–261, 484–485; Writing to Sources: Argumentative Essay, 204; Argument, 428</p> <p><u>Additional Resources</u> Common Core Companion, 173–183</p>
W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.	<p>SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Prewriting/Planning, 229, 435; Revising, 438; Small-Group Performance Task: Plan with Your Group, 260; Drafting Your Argument, 465</p> <p><u>Additional Resources</u> Common Core Companion, 177–178</p>
W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<p>SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261; Writing to Sources; Argument, 204, 428; Small-Group Performance Task: Plan with Your Group, 474; Drafting Your Argument, 465</p> <p><u>Additional Resources</u> Interactive Writing Lessons: Argumentative Writing—Middle School; Common Core Companion, 177</p>
W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<p>SE/TE: Whole-Class Performance Tasks, 231–232, 438; Writing to Sources; Argument, 204, 428; Drafting Your Argument, 465</p> <p><u>Additional Resources</u> Common Core Companion, 178</p>

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W.6.1.D Establish and maintain a formal style.	SE/TE: Whole-Class Performance Tasks, 232, 437; Writing to Sources; Argument, 204, 428; Writing to Sources, 428; Revising, 232, 438 <u><i>Additional Resources</i></u> Common Core Companion, 178
W.6.1.E Provide a concluding statement or section that follows from the argument presented.	SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Drafting, 230, 436; Writing to Compare, 222–223 <u><i>Additional Resources</i></u> Common Core Companion, 179
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE/TE: Whole-Class Performance Task: Explanatory Essay, 128–133; Writing to Sources: Explanatory Essay, 180; Cause-And-Effect Essay, 387; Comparison-And-Contrast Essay, 387; Explanatory Essay, 116, 433; Informational Article, 49; Informative Essay, 126; Brief, 126; Objective Summary, 227; Report, 49; Writing to Compare, 151, 223; Speaking and Listening: Multimedia Presentation, 171, 255; Research: Brochure, 259; Historical Report, 371; Explanatory Report, 371; How-to Essay, 451 <u><i>Additional Resources</i></u> Common Core Companion, 184–195
W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	SE/TE: Writing to Compare: Compare-and-Contrast Essay, 77; Explanatory Essay, 116, Prewriting/Planning, 129; Draft, 223; 351; Plan the Project, 387; Organize Your Information, 451 <u><i>Additional Resources</i></u> Common Core Companion, 184–195

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W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	SE/TE: Writing to Compare: Compare-and-Contrast Essay, 77; Writing to Sources: Explanatory Essay, 116; Gather Evidence from Sources, 129; Writing to Compare, 223, 351, 475; Write You Essay, 387; Explanatory Essay, 433; Organize Your Information, 451; Whole-Class Performance Task: Revising, 132
W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: Review and Revise, 77; Writing to Sources: Explanatory Essay, 116; Drafting, 130; Organize Your Ideas, 173; Write You Essay, 387; Organize Your Information, 451 <u>Additional Resources</u> Common Core Companion, 189
W.6.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	SE/TE: Writing to Sources: Explanatory Essay, 116; Why These Words, 126; Whole-Class Performance Task: 132; Writing to Compare, 151; Writing to Compare, 351; Organize Your Information, 451 <u>Additional Resources</u> Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone
W.6.2.E Establish and maintain a formal style.	SE/TE: Whole-Class Performance Task: Evidence and Elaboration, 132; Write Your Essay, 387; Writing to Sources: Essays, 387; Explanatory Essay, 433; Drafting, 77; Writing to Sources, 116; Writing to Compare, 150–151, 350–351; Research, 371
W.6.2.F Provide a concluding statement or section that supports the information or explanation presented.	SE/TE: Draft, 77; Writing to Sources, 49, 387; “All About Exploration,” 433; Research, 433, 451; Writing to Compare, 474; Whole-Class Performance Task: Drafting, 130 <u>Additional Resources</u> Common Core Companion, 184–195

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W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TE: <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks: Nonfiction Narrative, 32–37; Fictional Narrative, 352–357; Writing to Sources: Nonfiction Narrative in Verse, 24; Story Adaptation, 126; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Perform a Fictional Narrative, 388–389 <u><i>Additional Resources</i></u> Common Core Companion, 196–206
W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Nonfiction Narrative, 32–34; Drafting, 354; Revising, 356; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389; Writing to Sources: Story Adaptation, 126
W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Prewriting/Planning, 33; Drafting, 34; Prewriting and Planning, 353; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389 <u><i>Additional Resources</i></u> Common Core Companion, 200
W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE/TE: Whole-Class Performance Task: Drafting, 34; Revising, 356 <u><i>Additional Resources</i></u> Common Core Companion, 201
W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: 35; Language Development, 36; Prewriting and Planning, 353; Revising, 356; Flashback, 247

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W.6.3.E Provide a conclusion that reflects on the narrated experiences or events.	<p>SE/TE: Whole-Class Performance Task: Narrative Writing: Drafting, 354; Purpose and Organization, 36, 356</p> <p><u>Additional Resources</u> Common Core Companion, 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>
Production and Distribution of Writing	
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473; Performance-Based Assessment, 86, 180, 268, 396, 482</p> <p><u>Additional Resources</u> Common Core Companion, 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>
Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439</p> <p><u>Additional Resources</u> Common Core Companion, 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>

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<p>W.6.5 Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from <i>standard English</i> in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).</p>	<p>SE/TE: Whole-Class Performance Tasks: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439; Writing to Compare, 150–151; Writing to Sources, 387</p> <p><u>Additional Resources</u> Common Core Companion, 214–226</p>
<p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.</p>	<p>SE/TE: Whole-Class Performance Task: Publishing and Presenting, 37, 133, 233, 439; Improve Your Use of Media, 475; Multimedia Slideshow, 259; Multimedia Presentation, 205, 260–261, 379; Deliver an Informative Presentation, 172–173</p> <p>TE only: Written Response, 50C; Digital Perspectives, 88, 182</p>

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Research to Build and Present Knowledge	
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 454, 460; Research, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682; Writing to Sources, 473</p> <p>TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446, 467; Personalize for Learning, 110, 226, 255, 324, 334, 465</p> <p><u>Additional Resources</u> Common Core Companion, 246–247, 250; Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</p>
<p>W.6.8 Gather relevant information from multiple print and digital sources. • Assess the credibility of each source. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism. • Provide basic bibliographic information for sources.</p>	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 454, 460; Research, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682; Writing to Sources, 473</p> <p>TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446, 467; Personalize for Learning, 110, 226, 255, 324, 334, 465</p> <p><u>Additional Resources</u> Common Core Companion, 253–266; Interactive Research Lessons: Research Writing-Middle School; Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</p>

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W.6.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	SE/TE: Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Writing to Compare, 76–77, 150–151, 222–223, 464–465; Writing to Sources, 39, 116, 204; Connect Across Texts, 129, 229, 435 <i>Additional Resources</i> Common Core Companion, 267–274
W.6.9.A Apply Grade 6 Reading standards to literature.	SE/TE: Prepare to Compare, 76–77, 150–151, 350–351, 474–475; Connect Across Texts, 353 <i>Additional Resources</i> Common Core Companion, 267–268
W.6.9.B Apply Grade 6 Reading standards to informational texts.	SE/TE: “Whole-Class Performance Task: 230, 434–439; Prepare to Compare, 222–223, 464–465; Connect Across Texts, 129, 229, 435 <i>Additional Resources</i> Common Core Companion, 271–272
Range of Writing	
W.6.10 Write routinely over extended time frames, time for <ul style="list-style-type: none"> ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473, 492; Performance-Based Assessment, 86, 180, 268, 396, 482 <i>In addition, students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program.</i>

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Grade-Level Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.6.1 Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> ● one-on-one ● in groups ● teacher-led <p>with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>SE/TE: Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 480; Group Discussion, 433; Research and Discuss, 31, 161; Compare Notes, 150; Reflect and Discuss, 429; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485; Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 448, 455, 461</p> <p><u>Additional Resources</u> myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion, 286–291</p>
<p>SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>SE/TE: Debate, 25, 190, 278, 406; Research and Discuss, 31; Prepare for Discussion, 76; Whole-Group Discussion, 117; Research, 259; Dramatic Reading, 345; Speaking and Listening, 379, 429, Writing to Sources, 433; Small-Group Performance Task: 261, 388–389; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485</p> <p><u>Additional Resources</u> myPerspectives+: Conversations and Discussions—Middle School</p>
<p>SL.6.1.B Follow rules for <i>collegial discussions</i>, set specific goals and deadlines, and define individual roles as needed.</p>	<p>SE/TE: Speaking and Listening: Partner Discussion, 127; Poetry Reading – Project Plan, 379; Plan the Project, 259; Assign Roles, 345; Small-Group Performance Task: Present a Fictional Narrative, 388–389; Reflect and Discuss, 429</p> <p><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</i></p>

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SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p>SE/TE: Debate, 25, 190, 278, 406; Research: Class Discussion, 31; Whole-Group Discussion, 117; Present and Discuss, 259; Small-Group Performance Task, 261; Reflect and Discuss, 429</p> <p><u><i>Additional Resources</i></u> myPerspectives+ ELA: Conversations and Discussions - Middle School</p>
SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple <i>perspectives</i> through reflection and paraphrasing.	<p>SE/TE: Debate, 25; Research: Class Discussion, 31; Prepare to Compare, 76, 351; Small-Group Performance Task: 261; Reflect and Discuss, 429</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</i></p>
SL.6.2 Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.	<p>SE/TE: Analyze the Media, 30, 160, 226, 258, 349, 433, 472; Small-Group Performance Task: Present an Explanatory Essay, 172–173; Oral Presentation, 227; Multimedia Presentation, 171, 205, 255, 172, 379; Prepare for Discussion, 351; Annotated Map, 429; Theatrical Performance, 473</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 293–294</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction, in Working as a Team features which appear in the Small Group Learning Overview lessons, and in Group Discussion Tips which appear throughout the program</i></p>

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<p>SL.6.3 Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: Multimedia Presentation, 255; Present an Argument, 260–261, 474–475; Prepare to Compare, 464</p> <p><u>Additional Resources</u> myPerspectives+: Evaluating Presentations—Middle School; Common Core Companion, 297–298, 301</p>
Presentation of Knowledge and Ideas	
<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or <i>themes</i>; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 78–79; Present an Explanatory Essay, 172–173; Present an Argument, 260–261, 474–475; Present a Fictional Narrative, 388–389; Assessment: Oral Presentation, 88, 182, 270, 398, 484; Debate, 25, 190, 278, 406; Multimedia Presentation, 171, 205, 255, 172, 379; Oral Report, 227; Theatrical Performance, 473; Dramatic Reading, 345; Oral Presentation, 59</p> <p><u>Additional Resources</u> Common Core Companion, 304–305, 308</p>
<p>SL.6.5 Include <i>multimedia</i> components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>SE/TE: Multimedia Presentation, 171, 205, 255, 379; Research: Multimedia Slideshow, 259; Small-Group Performance Task: 78–79, 172–173, 260–261, 388–389, 474–475; Oral Report, 227; Annotated Map, 429</p> <p><u>Additional Resources</u> Common Core Companion, 311–312</p>

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SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 78–79; Present an Explanatory Essay, 172–173; Present an Argument, 260–261, 474–475; Present a Fictional Narrative, 388–389; Speaking and Listening, 25, 59, 117, 127, 171, 205, 255, 345, 379, 429, 433, 473; Performance-Based Assessment: Oral Presentation, 88, 182, 270, 398, 484; Small-Group Performance Task: 79, 173, 261, 389; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485</p> <p><u>Additional Resources</u> Common Core Companion, 313–314, 317</p>
Grade-Level Standards for Language	
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 6 when writing or speaking.	<p>SE/TE: Performance Task: Editing/ Proofreading, 37, 133, 233, 357, 439; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Vocabulary and Conventions Connection, 24, 116, 126, 204, 344, 428; Language Development: Conventions, 131, 231, 355, 437; Handbook R54–R63</p>
L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	<p>SE/TE: Conventions: Pronoun Case, 48; Revising for Correct Pronoun Case, 131; Subject Complements, 473; Grammar Handbook, R54</p> <p><u>Additional Resources</u> Common Core Companion, 321–322; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Personal and Possessive</p>
L.6.1.B Use intensive pronouns (e.g., myself, ourselves) correctly.	<p>SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R54</p> <p><u>Additional Resources</u> Common Core Companion, 323–324; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Reflexive and Intensive</p>

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L.6.1.C Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	SE/TE: Conventions: Perfect Tenses of Verbs, 170; Grammar Handbook, R58
L.6.1.D Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.	SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57 <i>Additional Resources</i> Common Core Companion, 325–326; myPerspectives+, Interactive Grammar Practice Lessons—Pronoun Case: Unnecessary Shifts in Number or Person; Interactive Grammar Practice Lessons—Agreement: Pronoun-Antecedent
L.6.1.F Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.	SE/TE: Sentence Structure, 343; Grammar Handbook, R56
L.6.1.H Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	SE/TE: Sentence Structure, 343; Grammar Handbook, R56
L.6.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.	SE/TE: Performance Task: Editing/ Proofreading, 37, 133, 233, 357, 439; Conventions: Common, Proper, and Possessive Nouns, 23; Using Commas, Parentheses, and Dashes, 115; Spelling and Capitalization, 125; Structure, Punctuation, and Spacing in Poetry, 149; Word Study, 212; Independent and Dependent Clauses, 221; Writing to Compare, 77, 151; Whole-Class Performance Task, 133; Grammar Handbook, R54, R61–R63

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<p>L.6.2.B Use punctuation</p> <ul style="list-style-type: none"> • commas • parentheses • dashes to set off nonrestrictive/parenthetical elements. 	<p>SE/TE: Conventions: Using Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221; Grammar Handbook, R61–R62</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 331–332; myPerspectives+, Interactive Grammar Practice Lessons—Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p>
<p>L.6.2.C Use commas to set off clauses.</p>	<p>SE/TE: Conventions: Using Commas, Parentheses, and Dashes, 115; Grammar Handbook, R61</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 331–332</p>
<p>L.6.2.D Spell correctly.</p>	<p>SE/TE: Writing to Compare, 77, 151; Conventions: Spelling and Capitalization, 125; Whole-Class Performance Task, 133; Editing and Proofreading, 439; Grammar Handbook, R62–R63</p> <p>TE only: Editing and Proofreading, 223;</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 333–334</p>

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Knowledge of Language	
L.6.3 Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.	<p>SE/TE: Performance Task: Editing/ Proofreading, 37, 133, 233, 357, 439; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Vocabulary and Conventions Connection, 24, 116, 126, 204, 344, 428; Language Development: Conventions, 131, 231, 355, 437; Handbook R54–R63</p> <p><i>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.</i></p>
L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.	<p>SE/TE: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35; Revising, 36</p> <p><u>Additional Resources</u> Common Core Companion Workbook, 335–336</p>
L.6.3.B Maintain consistency in style and <i>tone</i> .	<p>SE/TE: Writing to Sources, 204; Using a Formal Style, 132; Maintain Style and Tone, 438; Writing to Compare, 465; Small-Group Performance Task, 475</p> <p><u>Additional Resources</u> Common Core Companion, 337–338</p>

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Vocabulary Acquisition and Use	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.	<p>SE/TE: Word Study: Multiple-Meaning Words, 168, 220, 452; Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 12, 22, 42, 46, 50, 56, 60, 65, 68, 73, 100, 114, 118, 124, 138, 141, 144, 147, 162, 168, 194, 202, 214, 220, 238, 244, 248, 252, 282, 310, 312, 342, 362, 372, 376, 380, 384, 410, 426, 452, 455, 458, 461</p> <p>TE only: Multiple Meanings, 15, 104, 420</p> <p><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p>
L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE/TE: Context Clues, 50, 52, 60, 61, 62, 63, 64, 138, 139, 144, 238, 240, 362, 365, 372, 374, 380, 381, 382, 452, 454, 458, 459; also see: Word Network, 7, 95, 189, 277, 405</p> <p>TE only: Personalize for Learning, 42; Concept Vocabulary, 43, 44, 166, 250, 251; Vocabulary Development, 124, 197, 203, 214, 293, 342, 468</p> <p><u>Additional Resources</u> Common Core Companion, 339–340</p>
L.6.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<p>SE/TE: Prefix, 46, 244, 310, 455; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448; Suffix, 68, 73, 114, 147, 252, 342, 376, 426</p> <p>TE only: Personalize for Learning, 311; Concept Vocabulary, 70, 240; Vocabulary Development, 331</p> <p><u>Additional Resources</u> Common Core Companion, 341–342</p>

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L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>SE/TE: Word Study, 56, 65, 73, 124, 141, 202, 212, 244, 310, 342, 376, 384; Concept Vocabulary, 168, 220, 455, 458; Technical Vocabulary, 448; Academic Vocabulary, 5, 93, 187, 275, 403</p> <p>TE only: Vocabulary Development, 124, 197, 203, 214, 256, 293; Personalize for Learning, 176</p> <p><u>Additional Resources</u> Common Core Companion Workbook, 343–344</p>
L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>SE/TE: Concept Vocabulary, 56, 160, 380, 455, 458; Technical Vocabulary, 448; Vocabulary Side note, 43</p> <p><u>Additional Resources</u> Common Core Companion Workbook, 345–346</p>
L.6.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316, 425; Simile, 154, 415; Concept Vocabulary, 114, 138, 202, 238, 310, 362, 372, 380, 458; Academic Vocabulary, 275; Technical Vocabulary, 444, 446, 448</p> <p>TE only: Figurative Language, 145, 163, 219, 316; Vocabulary Development, 297; Personalize for Learning, 298, 311</p>
L.6.5.A Interpret figures of speech (e.g., extended metaphor, personification) in context.	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316, 425; Simile, 154, 415</p> <p>TE only: Figurative Language, 145, 163, 219, 316</p> <p><u>Additional Resources</u> Common Core Companion, 347–348</p>

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<p>L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>SE/TE: Word Study: Synonyms and Antonyms, 56; Word Study, 368; Standard English, Invented Language, and Syntax, 378; Author’s Style: Analogies, 427; Concept Vocabulary, 114, 138, 202, 238, 310, 362, 372, 380, 458; Academic Vocabulary, 275; Technical Vocabulary, 444, 446, 448</p> <p>TE only: Vocabulary Development, 297; Personalize for Learning, 298, 311</p> <p><i>Additional Resources</i> Common Core Companion, 349–350</p>
<p>L.6.5.C Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p>SE/TE: Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 149, 219; Author’s Style: Word Choice, 246; Figurative and Technical Meanings, 425; Synonyms and Antonyms, 56; Denotation and Nuance, 310</p> <p><i>Additional Resources</i> Common Core Companion, 351–352</p>

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<p>L.6.6 Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: SE/TE: Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 12, 22, 42, 46, 50, 56, 60, 65, 68, 73, 100, 114, 118, 124, 138, 141, 144, 147, 162, 168, 194, 202, 214, 220, 238, 244, 248, 252, 282, 310, 312, 342, 362, 372, 376, 380, 384, 410, 426, 452, 455, 458, 461; Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Media Vocabulary, 26, 30, 152, 160, 224, 226, 256, 258, 346, 349, 430, 432, 466, 472</p> <p>TE only: Concept Vocabulary, 43, 44, 52, 61, 62, 63, 70, 71, 1339, 140, 145, 146, 240, 241, 250, 251, 365, 368, 374, 381, 382, 453, 454</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 353–354</p> <p><i>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.</i></p>