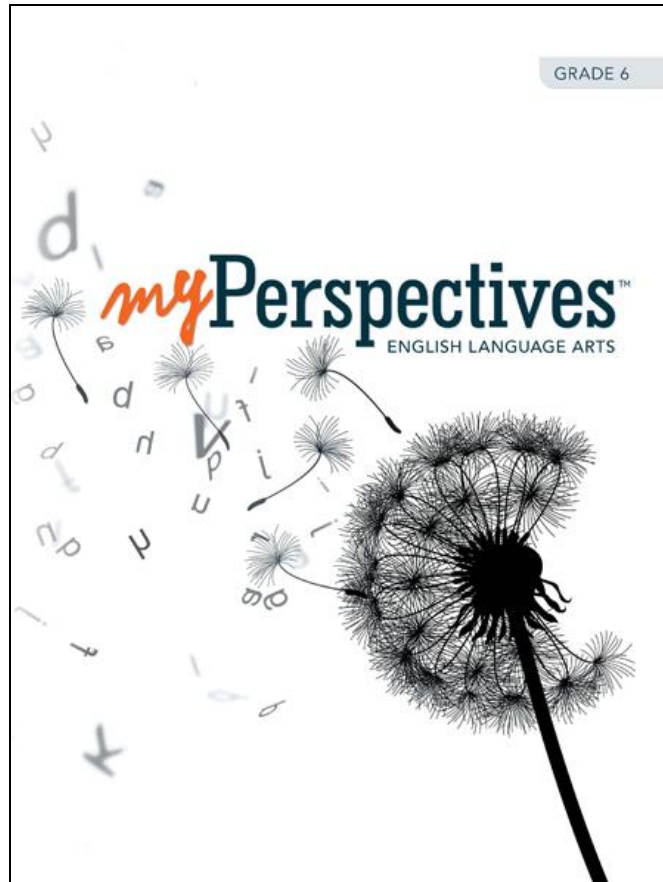


# A Correlation of



**Grade 6**

To

**Arizona's**

**English Language Arts Standards**



**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

**Introduction**

This document demonstrates how ***myPerspectives*<sup>™</sup> English Language Arts** meets the objectives of **Arizona’s English Language Arts Standards**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title and page reference.

*myPerspectives*<sup>™</sup> *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.

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

**Table of Contents**

**Reading Standards for Literature..... 4**  
**Reading Standards for Informational Text..... 6**  
**Writing Standards ..... 10**  
**Speaking and Listening Standards ..... 16**  
**Language Standards ..... 18**

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| Arizona’s English Language Arts Standards<br>(2016)  | <i>myPerspectives</i><br>Grade 6  |
|--|---|
| Arizona’s English Language Arts Standards – 6th Grade  |   |
| Reading Standards for Literature   |   |
| Key Ideas and Details  |   |
| 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences 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><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><br/>Other Resources: <i>Common Core Companion</i>, 2–3, 9</p> |
| 6.RL.2 Determine a theme or central idea of a text and how it is conveyed 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><i>Additional Resources: Common Core Companion, 15–16, 22</i></p>   |
| 6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond 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;<br/><b>Other Resources:</b> <i>Common Core Companion</i>, 28–29, 35</p>  |
| Craft and Structure  |   |
| 6.RL.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 tone. | <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><u>Additional Resources</u><br/>Other Resources: <i>Common Core Companion</i>, 41–42, 48; <i>myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</i></p>   |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>   |
|--|--|
| 6.RL.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 theme, setting, or plot.   | <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<br><u>Additional Resources</u><br><i>Other Resources: Common Core Companion, 54–55</i>     |
| 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.  | <b>SE/TE:</b> from <i>Brown Girl Dreaming</i> , 21; <i>The Phantom Tollbooth</i> , Act I, 309; <b>Other Resources:</b> Common Core Companion, 61–62; <i>myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View, 1–2</i>              |
| Integration of Knowledge and Ideas   |  |
| 6.RL.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. | <b>SE/TE:</b> <i>The Phantom Tollbooth, / The Phantom Tollbooth</i> (media), 346–347; 350–351; “Jabberwocky,” 374; <b>Other Resources:</b> Common Core Companion, 68–69<br><u>Additional Resources</u><br><i>SE/TE: from Alice’s Adventures in Wonderland, 371</i> |
| 6.RL.8 (Not applicable to literature)  | Not applicable to literature according to Arizona’s English Language Arts Standards  |
| 6.RL.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 themes and topics.   | <b>SE/TE:</b> from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 76–77; “The Fun They Had,” 238 (TE); from <i>Tales From the Odyssey / “To the Top of Everest,”</i> 474–475; <b>Other Resources:</b> Common Core Companion, 75–76                                  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| Arizona’s English Language Arts Standards<br>(2016)   | <i>myPerspectives</i><br>Grade 6  |
|---|---|
| Range of Reading and Level of Text Complexity   |   |
| <p>6.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.</p> | <p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> “Hachiko,” 119; “A Blessing,” 139; <i>The Phantom Tollbooth</i>, Act I, 283; from <i>Tales From the Odyssey</i>, 453; <i>Lewis &amp; Clark</i>, 477</p> <p><u><i>Additional Resources</i></u></p> <p><i>SE/TE: First-Read Guides</i>, 82, 176, 264, 392, 488; <i>Close-Read Guides</i>, 83, 177, 265, 393, 489; from <i>Brown Girl Dreaming</i>, 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 <i>Alice’s Adventures in Wonderland</i>, 363; “Jabberwocky,” 373;</p> <p><i>Independent-Learning Selections (Digital Only):</i> from <i>Peter Pan</i>, “Oranges,” “Raymond’s Run,” “Eleven,” from <i>The Wind in the Willows</i>, “How the Camel Got His Hump,” “All Watched Over By Machines of Loving Grace,” “Sonnet, without Salmon,” from <i>The Wonderful Wizard of Oz</i>, “Our Wreath of Rose Buds,” “The Shah of Blah,” “Prince Francis,” from <i>Sacajawea</i>; <i>Other Resources: Common Core Companion</i>, 82–83</p> |
| Reading Standards for Informational Text  |   |
| Key Ideas and Details   |   |
| <p>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>   | <p><b>SE/TE:</b> 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; <b>Other Resources:</b> <i>Common Core Companion</i>, 90–91, 97</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u><i>Additional Resources</i></u></p> <p><i>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; from Bad Boy</i>, 66; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; “To the Top of Everest,” 472</p>   |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>   | <b><i>myPerspectives</i><br/>Grade 6</b>  |
|---|---|
| 6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. | <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;<br/> <b>[Summary]</b> Unit Introductions, 8, 96, 190, 406;<br/>           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><u>Additional Resources</u><br/> <i>Other Resources: Common Core Companion, 103–104, 110</i></p> |
| 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).                  | <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><u>Additional Resources</u><br/> <i>SE/TE: “Declaration of the Rights of the Child,” 46;</i><br/> <i>Other Resources: Common Core Companion, 116–117</i></p>   |
| <b>Craft and Structure</b>  |   |
| 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                                  | <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; <b>Other Resources:</b> Common Core Companion, 123–124</p>  |
| 6.RI.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: “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>Additional Resources<br/> <i>Other Resources: Common Core Companion, 130–131</i></p>  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>  |
|--|---|
| 6.RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed 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><u><i>Additional Resources</i></u><br/><i>Other Resources: Common Core Companion, 137–138</i></p>   |
| Integration of Knowledge and Ideas   |   |
| 6.RI.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><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>, 483; <b>Other Resources:</b> Common Core Companion, 144–145</p>   |
| 6.RI.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><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; <b>Other Resources:</b> Common Core Companion, 151–152</p>   |
| 6.RI.9 Compare and contrast one author's presentation of events with that of another author.   | <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; <b>Other Resources:</b> Common Core Companion, 158–159</p> |



**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| Arizona’s English Language Arts Standards<br>(2016)  | <i>myPerspectives</i><br>Grade 6  |
|--|---|
| Range of Reading and Level of Text Complexity  |   |
| 6.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. | <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</p> <p><u><i>Additional Resources</i></u></p> <p><i>SE/TE: 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 Bad Boy, 61; from My Life With the Chimpanzees, 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 A Long Way Home, 411; “BBC Science Club: All About Exploration,” 431; “Mission Twinpossible,” 445; from Lewis &amp; Clark, 477; Independent-Learning Selections (Digital Only): “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?”; Other Resources: Common Core Companion, 165–166</i></p> |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| Arizona’s English Language Arts Standards<br>(2016)   | <i>myPerspectives</i><br>Grade 6   |
|---|--|
| Writing Standards   |  |
| Text Types and Purposes   |  |
| 6.W.1 Write arguments to support claims with clear reasons and relevant evidence.   | <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><u>Additional Resources</u><br/>SE/TE: “Feathered Friend,” 204; from <i>A Long Way Home</i>, 428</p>   |
| a. Introduce claim(s) and organize the reasons and evidence 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><u>Additional Resources</u><br/>SE/TE: “Feathered Friend,” 204; from <i>A Long Way Home</i>, 428; <i>Other Resources: Common Core Companion</i>, 177–178</p> |
| b. Support claim(s) with clear reasons and relevant evidence, 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; <b>Other Resources:</b> Interactive Writing Lessons: Argumentative Writing—Middle School</p>  |
| c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.   | <p><b>SE/TE:</b> Whole-Class Performance Tasks, 231–232, 438; <b>Other Resources:</b> <i>Common Core Companion</i>: 178</p>  |
| d. Establish and maintain a formal style.   | <p><b>SE/TE:</b> Whole-Class Performance Tasks, 232, 437; <b>Other Resources:</b> <i>Common Core Companion</i>: 178</p>  |
| e. 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; <b>Other Resources:</b> <i>Common Core Companion</i>: 179</p>  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>   |
|--|--|
| 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  | <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><u>Additional Resources</u><br/> <i>SE/TE: Declaration of the Rights of the Child</i>,” 49; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; from <i>My Life With the Chimpanzees</i>, 116; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475; <i>Other Resources: Common Core Companion</i>, 184–195</p> |
| a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <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><u>Additional Resources</u><br/> <i>SE/TE: The Phantom Tollbooth</i> / <i>The Phantom Tollbooth (media)</i>, 351; from <i>Alice’s Adventures in Wonderland</i>, 371</p>   |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  | <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><u>Additional Resources</u><br/> <i>SE/TE: Declaration of the Rights of the Child</i>,” 49; <i>Other Resources: Common Core Companion</i>, 184–195</p>   |
| c. Use appropriate transitions to clarify the relationships among ideas and concepts.  | <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>  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>  |
|--|---|
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic.   | <b>SE/TE:</b> from <i>My Life With the Chimpanzees</i> , 116; “The Importance of Imagination,” 387; Whole-Class Performance Task, 132; <b>Other Resources:</b> Common Core Companion, 189   |
| e. Establish and maintain a formal style.  | <b>SE/TE:</b> Whole-Class Performance Task, 132;<br><b>Other Resources:</b> Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone  |
| f. Provide a concluding statement or section that follows from the information or explanation presented.   | <b>SE/TE:</b> Whole-Class Performance Task, 130;<br><b>Other Resources:</b> Common Core Companion, 190; Interactive Writing Lessons: Informative/ Explanatory Writing—Middle School: Learn More: Conclusion   |
| 6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   | <b>SE/TE:</b> “Hachiko,” 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356<br><br><u>Additional Resources</u><br><i>SE/TE: Small-Group Performance Task, 388–389;</i><br><i>Other Resources: Common Core Companion, 196–206</i> |
| 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. | <b>SE/TE:</b> “Hachiko,” 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356  |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   | <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<br><br><u>Additional Resources</u><br><i>Other Resources: Common Core Companion, 200</i>   |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                               | <b>SE/TE:</b> Whole-Class Performance Tasks, 34, 356;<br><b>Other Resources:</b> Common Core Companion, 201   |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>   | <b><i>myPerspectives</i><br/>Grade 6</b>   |
|---|--|
| d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  | <b>SE/TE:</b> “The Fun They Had,” 247; Whole-Class Performance Tasks, 33, 35–36, 353   |
| e. Provide a conclusion that follows from the narrated experiences or events.   | <b>SE/TE:</b> Whole-Class Performance Task, 354;<br><b>Other Resources:</b> Common Core Companion: 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising |
| <b>Production and Distribution of Writing</b>   |  |
| 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  | <b>SE/TE:</b> Whole-Class Performance Tasks, 32–36, 128–132, 228–232, 352–356, 434–438   |
| 6.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) | <b>SE/TE:</b> “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Tasks, 37, 133, 439   |
| 6.W.6 Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.  | <b>SE/TE: SE/TE:</b> “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439                            |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

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|---|---|
| Research to Build and Present Knowledge   |   |
| 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   | <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>Other Resources:</b> Interactive Research Lessons: Research Writing-Middle School</p> <p><u><i>Additional Resources</i></u></p> <p><i>SE/TE:</i> “Gallery of Calvin and Hobbes Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from <i>Alice’s Adventures in Wonderland</i>, 371; “Mission Twinpossible,” 451;</p> <p><i>Other Resources:</i> <i>Common Core Companion</i>, 246–247, 250; <i>Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School</i>; <i>Interactive Research Lessons: Sources and Evidence-Middle School</i></p> |
| 6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | <p><b>SE/TE:</b> “Gallery of Calvin and Hobbes Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from <i>Alice’s Adventures in Wonderland</i>, 371; “Mission Twinpossible,” 451</p> <p><u><i>Additional Resources</i></u></p> <p><i>SE/TE:</i> “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; from <i>Lewis &amp; Clark</i>, 483; <i>Other Resources:</i> <i>Common Core Companion</i>, 253–266; <i>Interactive Research Lessons: Research Writing-Middle School</i>; <i>Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School</i>; <i>Interactive Research Lessons: Sources and Evidence-Middle School</i></p>  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>   |
|--|--|
| 6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  | <p><b>SE/TE:</b> “Declaration of the Rights of the Child,” 49; from <i>My Life With the Chimpanzees</i>, 116; “A Blessing” / “Predators,” 150–151; “Feathered Friend,” 204; Performance Task, 434–439</p> <p><u>Additional Resources</u><br/> <i>SE/TE:</i> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 59; Performance Task, 128–133; “Black Cowboy, Wild Horses,” 171; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; “The Internet of Things,” 227; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; <i>The Phantom Tollbooth (drama)</i> / from <i>The Phantom Tollbooth (multimedia)</i>, 350–351; “The Importance of Imagination,” 387; from <i>A Long Way Home</i>, 428–429; “Mission Twinpossible,” 451; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475</p> |
| a. Apply grade 6 Reading standards to literature.  | <p><b>SE/TE:</b> from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; <i>The Phantom Tollbooth (drama)</i> / from <i>The Phantom Tollbooth (multimedia)</i>, 350–351; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475; <b>Other Resources:</b> Common Core Companion, 267–268</p>   |
| b. Apply grade 6 Reading standards to literary nonfiction.   | <p><b>SE/TE:</b> “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; “The Internet of Things,” 227; from <i>Lewis &amp; Clark</i>, 483; <b>Other Resources:</b> Common Core Companion, 271–272</p>  |
| Range of Writing   |  |
| 6.W.10 Write routinely over extended time frames (time for research, 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. | <p><b>SE/TE:</b> Whole-Class Performance Tasks, 32, 128, 228, 352, 434; Performance-Based Assessments, 180, 268, 396, 492</p> <p><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></p>   |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| Arizona’s English Language Arts Standards<br>(2016)  | <i>myPerspectives</i><br>Grade 6   |
|--|--|
| Speaking and Listening Standards   |  |
| Comprehension and Collaboration  |  |
| 6.SL.1 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><u>Additional Resources</u><br/> <i>SE/TE: “Is Our Gain Also Our Loss?”, 255; “Jabberwocky,” 379; from A Long Way Home, 429; Share Your Independent Learning: 178, 490; Small-Group Performance Task, 389; Other Resources: myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion, 286–291</i></p> |
| 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><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><u>Additional Resources</u><br/> <i>SE/TE: “Jabberwocky,” 379; from A Long Way Home, 429; Other Resources: myPerspectives+: Conversations and Discussions—Middle School</i></p>   |
| b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  | <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><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</i></p>   |
| 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><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; <b>Other Resources:</b> <i>myPerspectives+ ELA: Conversations and Discussions - Middle School;</i></p>  |



**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>   |
|--|--|
| d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   | <p><b>SE/TE:</b> “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>A Long Way Home</i>, 429</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</i></p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE:</i> from <i>Brown Girl Dreaming</i>, 25; from <i>My Life With the Chimpanzees</i>, 117</p>  |
| 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) 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; <b>Other Resources:</b> 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> |
| 6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  | <p><b>SE/TE:</b> Small-Group Performance Task, 260–261; <b>Other Resources:</b> <i>myPerspectives+</i>: Evaluating Presentations—Middle School; Common Core Companion, 297–298, 301</p>  |
| Presentation of Knowledge and Ideas  |  |
| 6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | <p><b>SE/TE:</b> “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485; <b>Other Resources:</b> Common Core Companion, 304–305, 308</p>  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>   |
|--|--|
| 6.SL.5 Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.   | <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><u><i>Additional Resources</i></u><br/> <i>SE/TE: Lewis &amp; Clark, 483; Small-Group Performance Tasks, 78, 172, 261, 389, 485; Other Resources: Common Core Companion, 311–312</i></p>  |
| 6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | <p><b>SE/TE:</b> Small-Group Performance Tasks, 79, 173; <b>Other Resources:</b> Common Core Companion, 313–314, 317</p>   |
| Language Standards   |  |
| Conventions of Standard English  |  |
| 6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   | <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><u><i>Additional Resources</i></u><br/> <i>SE/TE: from Brown Girl Dreaming, 23; Declaration of the Rights of the Child, 48; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; from Bad Boy, 67; “I Was a Skinny Tomboy Kid,” 77; “A Blessing,” 143; “Black Cowboy, Wild Horses,” 170; “Feathered Friend,” 203, 204; “Teens and Technology Share a Future,” 213; “The Black Hole of Technology,” 221, 223; “The Fun They Had,” 246; “Is Our Gain Also Our Loss?,” 254; The Phantom Tollbooth, Act I, 311; The Phantom Tollbooth (multimedia), 351; from Alice’s Adventures in Wonderland, 370; “The Importance of Imagination,” 386; “Mission Twinpossible,” 450; from Tales From the Odyssey, 461; “To the Top of Everest,” 473, 475; Whole-Class Performance Tasks, 35, 37, 231, 233; 437, 439; Grammar Handbook, R54–R60</i></p> |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>                                 | <b><i>myPerspectives</i><br/>Grade 6</b>   |
|---|--|
| a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).     | <b>SE/TE:</b> Declaration of the Rights of the Child, 48; Whole-Class Performance Task, 131–133; Grammar Handbook, R58; <b>Other Resources:</b> Common Core Companion, 321–322; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Personal and Possessive<br><br><i>Additional Resources</i><br><i>SE/TE: "To the Top of Everest," 473</i> |
| b. Use intensive pronouns (e.g., myself, ourselves).  | <b>SE/TE:</b> "Michaela DePrince: The War Orphan Who Became a Ballerina," 58; Grammar Handbook, R54; <b>Other Resources:</b> Common Core Companion, 323–324; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Reflexive and Intensive   |
| c. Recognize and correct inappropriate shifts in pronoun number and person.                 | <b>SE/TE:</b> "The Importance of Imagination," 386; Grammar Handbook, R57; <b>Other Resources:</b> Common Core Companion, 325–326; myPerspectives+, Interactive Grammar Practice Lessons—Pronoun Case: Unnecessary Shifts in Number or Person; myPerspectives+, Interactive Grammar Practice Lessons—Agreement: Pronoun-Antecedent                       |
| d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | <b>SE/TE:</b> "The Importance of Imagination," 386; <b>Other Resources:</b> Common Core Companion, 327–328; myPerspectives+, Interactive Grammar Practice Lessons—Agreement: Pronoun-Antecedent  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>  |
|--|---|
| e. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. | <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, 21; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; “Jabberwocky,” 378; Whole-Class Performance Task, 131–133; <b>Other Resources:</b> Common Core Companion, 329–330</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE: Whole-Class Performance Tasks, 37, 233, 357, 439; Grammar Handbook: R57–R63; Other Resources: myPerspectives+, Interactive Grammar Practice Lessons—Sentences: Fragments and Run-on Sentences</i></p>                              |
| 6.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   | <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><u><i>Additional Resources</i></u><br/> <i>SE/TE: from Brown Girl Dreaming, 22; from Bad Boy / “I Was a Skinny Tomboy Kid,” 77; “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 221; from Alice’s Adventures in Wonderland, 370; Whole-Class Performance Tasks, 133, 233, 439; Grammar Handbook, R54, R61–R63</i></p> |
| a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   | <p><b>SE/TE:</b> from <i>My Life With the Chimpanzees</i>, 115–116; “Teens and Technology Share a Future,” 213; “The Black Hole of Technology,” 221; <b>Other Resources:</b> Common Core Companion, 331–332; <i>myPerspectives+</i>, Interactive Grammar Practice Lessons—Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE: Grammar Handbook, R61–R62; Other Resources: myPerspectives+, Interactive Grammar Practice Lessons—Clauses: Adjectival</i></p>    |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>  | <b><i>myPerspectives</i><br/>Grade 6</b>  |
|--|---|
| b. Use correct spelling.   | <p><b>SE/TE:</b> “Hachiko,” 125–126 Whole-Class Performance Tasks, 357, 439; Grammar Handbook, R62–R63; <b>Other Resources:</b> Common Core Companion, 333–334</p> <p><i>Additional Resources</i><br/> <i>SE/TE: from Bad Boy / “I Was a Skinny Tomboy Kid,” 77; The Phantom Tollbooth (multimedia), 351; “To the Top of Everest,” 475; Whole-Class Performance Tasks, 233, 357</i></p> |
| Knowledge of Language  |   |
| 6.L.3 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><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>   |
| a. Vary sentence patterns for meaning, 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; <b>Other Resources:</b> Common Core Companion Workbook, 335–336</p>  |
| b. Maintain consistent style and tone.   | <p><b>SE/TE:</b> Whole-Class Performance Tasks, 35–37, 132, 232, 437–439; <b>Other Resources:</b> Common Core Companion, 337–338</p>  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| Arizona’s English Language Arts Standards<br>(2016)   | <i>myPerspectives</i><br>Grade 6   |
|---|--|
| Vocabulary Acquisition and Use  |  |
| <p>6.L.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 strategies.</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><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u><br/> <i>SE/TE:</i> from <i>Bad Boy</i>, 60–63, 65; “<i>I Was a Skinny Tomboy Kid</i>,” 68, 69, 71, 73; “<i>Black Cowboy, Wild Horses</i>,” 162, 166, 168; “<i>The Black Hole of Technology</i>,” 220; “<i>The Fun They Had</i>,” 238, 240, 241, 244; “<i>Is Our Gain Also Our Loss?</i>,” 248, 250–25; from <i>Alice’s Adventures in Wonderland</i>, 362–364, 368; “<i>Jabberwocky</i>,” 372, 374, 376; “<i>The Importance of Imagination</i>,” 380–382, 384; “<i>Mission Twinpossible</i>,” 444, 446, 448; “<i>To the Top of Everest</i>,” 462–464, 471</p> |
| <p>a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>                                     | <p><b>SE/TE:</b> Declaration of the Rights of the Child, 46; from <i>My Life With the Chimpanzees</i>, 114; “Monkey Master,” 160; “Feathered Friend,” 202;</p> <p><b>Other Resources:</b> Common Core Companion, 341–342</p> <p><u>Additional Resources</u><br/> <i>SE/TE:</i> from <i>Bad Boy</i>, 65; “Predators,” 147; “Teens and Technology Share a Future,” 212; “Is Our Gain Also Our Loss?,” 252; <i>The Phantom Tollbooth, Act II</i>, 342; “The Importance of Imagination,” 384; from <i>A Long Way Home</i>, 426; “Mission Twinpossible,” 448; from <i>Tales From the Odyssey</i>, 459; “To the Top of Everest,” 471</p>   |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

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|--|--|
| b. 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><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “Predators,” 144, 146, 147; “The Fun They Had,” 238, 240, 241, 244; “Jabberwocky,” 372, 374, 376; <b>Other Resources:</b> Common Core Companion, 339–340</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE:</i> from <i>Bad Boy</i>, 60–63, 65; “<i>I Was a Skinny Tomboy Kid</i>,” 68, 69, 71, 73; “<i>A Blessing</i>,” 138–141; “<i>Black Cowboy, Wild Horses</i>,” 162, 166, 168; “<i>The Fun They Had</i>,” 238, 240, 241, 244; from <i>Alice’s Adventures in Wonderland</i>, 362–364, 368; “<i>The Importance of Imagination</i>,” 380–382, 384; from <i>Tales From the Odyssey</i>, 452, 454, 459; “<i>To the Top of Everest</i>,” 462–464, 471</p> |
| 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><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “Monkey Master,” 152, 156–158, 160; “Jabberwocky,” 376; “The Importance of Imagination,” 384; <b>Other Resources:</b> Common Core Companion Workbook, 343–344</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE:</i> from <i>Bad Boy</i>, 65; “<i>A Blessing</i>,” 141; “<i>Black Cowboy, Wild Horses</i>,” 168; “<i>Feathered Friend</i>,” 202; “<i>The Black Hole of Technology</i>,” 220; “<i>Mission Twinpossible</i>,” 448; from <i>Tales From the Odyssey</i>, 459; “<i>To the Top of Everest</i>,” 471</p>   |
| d. Verify the preliminary determination of the meaning of a word or phrase.  | <p><b>SE/TE:</b> Declaration of the Rights of the Child, 43, 44; “Monkey Master,” 160; <i>The Phantom Tollbooth</i>, Act II, 342; “To the Top of Everest,” 471</p> <p><b>Other Resources:</b> Common Core Companion Workbook, 345–346</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE:</i> “<i>The Fun They Had</i>,” 244</p>  |

**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>   | <b><i>myPerspectives</i><br/>Grade 6</b>  |
|---|---|
| 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | <p><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “I Was a Skinny Tomboy Kid,” 75–77; <i>My Life With the Chimpanzees</i>, 114; <i>The Phantom Tollbooth</i>, Act I, 310; from <i>Alice’s Adventures in Wonderland</i>, 368</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE:</i> “Hachiko: The True Story of a Loyal Dog,” 124; “A Blessing,” 142; “Predators,” 149; “Monkey Master,” 154; “Black Cowboy, Wild Horses,” 163; <i>The Phantom Tollbooth</i>, Act II, 316; <i>A Long Way Home</i>, 415; “Mission Twinpossible,” 444</p> |
| a. Interpret figures of speech (e.g., personification) in context.  | <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; <b>Other Resources:</b> Common Core Companion, 347–348</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE:</i> “Monkey Master,” 154; <i>The Phantom Tollbooth</i>, Act II, 316</p>   |
| b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.                          | <p><b>SE/TE:</b> “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; from <i>My Life With the Chimpanzees</i>, 114; from <i>Alice’s Adventures in Wonderland</i>, 368; “Mission Twinpossible,” 444, 446, 448; <b>Other Resources:</b> Common Core Companion, 349–350</p> <p><u><i>Additional Resources</i></u><br/> <i>SE/TE:</i> “Hachiko: The True Story of a Loyal Dog,” 124; “The Fun They Had,” 244</p>  |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). | <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; <b>Other Resources:</b> Common Core Companion, 351–352</p>   |



**A Correlation of *myPerspectives* Grade 6  
To Arizona’s English Language Arts Standards (2016)**

| <b>Arizona’s English Language Arts Standards<br/>(2016)</b>   | <b><i>myPerspectives</i><br/>Grade 6</b>  |
|---|---|
| <p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase 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; <b>Other Resources:</b> 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> <p><u>Additional Resources</u><br/> <i>SE/TE: “The Internet of Things,” 224, 226; “Bored ... and Brilliant?,” 256, 258; The Phantom Tollbooth (media), 346, 349; “BBC Science Club: All About Exploration,” 430, 432; “Mission Twinpossible,” 444, 446, 448; Lewis &amp; Clark, 476, 482; Unit Introductions: 187, 275, 403</i></p> |