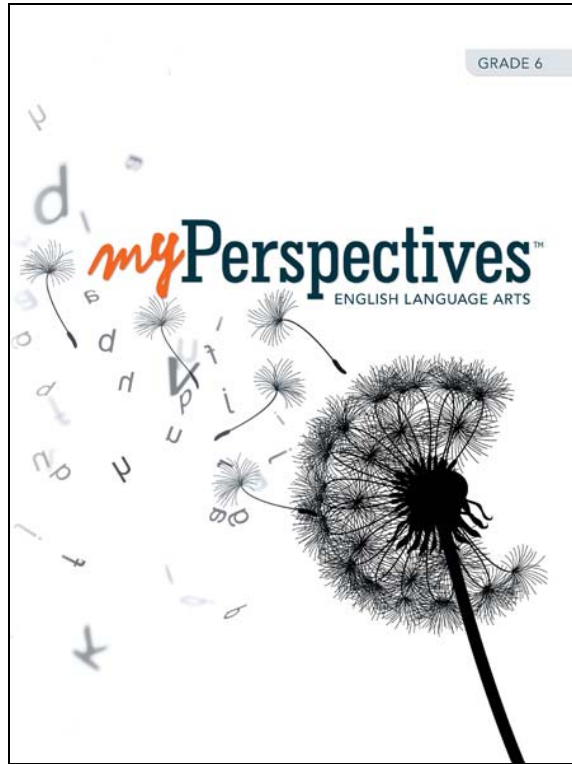


A Correlation of



Grade 6, ©2017

To

Arizona's

**College and Career Ready Standards
English Language Arts and Literacy**

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Grade 6**

Introduction

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

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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Reading Standards for Literature 6–8	
Grade 6 students:	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)	SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 30; “I Was a Skinny Tomboy Kid,” 74; “Feathered Friend,” 200; <i>Alice’s Adventures in Wonderland</i> , 368; Students will address this standard in <i>Analyze the Text</i> features which appear with every literature selection.
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. (6.RL.2)	SE/TE: “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 122; “Feathered Friend,” 200; “The Fun They Had,” 244; <i>Tales From the Odyssey</i> , 460
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. (6.RL.3)	SE/TE: “Hachiko,” 122; “Black Cowboy, Wild Horses,” 168; <i>The Phantom Tollbooth</i> , Act I, 308; <i>Alice’s Adventures in Wonderland</i> , 368
Craft and Structure	
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. (6.RL.4)	SE/TE: <i>Brown Girl Dreaming</i> , 22; “A Blessing,” 142; “Predators,” 149; “Jabberwocky,” 376, 378; <i>Tales From the Odyssey</i> , 459
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. (6.RL.5)	SE/TE: <i>Brown Girl Dreaming</i> , 20; “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 122; “Predators,” 148; “Feathered Friend,” 200; “The Fun They Had,” 244; <i>The Phantom Tollbooth</i> , Act I, 308; <i>The Phantom Tollbooth</i> , Act II, 340; <i>Tales From the Odyssey</i> , 460
6. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)	SE/TE: <i>Brown Girl Dreaming</i> , 20; <i>The Phantom Tollbooth</i> , Act I, 308

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Integration of Knowledge and Ideas	
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. (6.RL.7)	SE/TE: <i>The Phantom Tollbooth</i> , / <i>The Phantom Tollbooth</i> (media), 351; <i>Alice’s Adventures in Wonderland</i> , 371; “Jabberwocky,” 374, 379
8. (Not applicable to literature) (6.RL.8)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy.
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. (6.RL.9)	SE/TE: <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76; <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474
Range of Reading and Level of Text Complexity	
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. (6.RL.10)	SE/TE: <i>Brown Girl Dreaming</i> , 12; “Gallery of ‘Calvin and Hobbes’ Comics,” 26; “I Was a Skinny Tomboy Kid,” 68; First-Read Guide, Unit 1: 82, Unit 2: 176, Unit 3: 264, Unit 4: 392, Unit 5: 488; Close-Read Guide, Unit 1: 83, Unit 2: 177, Unit 3: 265, Unit 4: 393, Unit 5: 489; “Hachiko,” 118; “A Blessing,” 138; “Predators,” 144; “Black Cowboy, Wild Horses,” 162; “Feathered Friend,” 194; “The Fun They Had,” 238; <i>The Phantom Tollbooth</i> , Act I, 282; <i>The Phantom Tollbooth</i> , Act II, 312; <i>The Phantom Tollbooth</i> (media), 346; <i>Alice’s Adventures in Wonderland</i> , 362; “Jabberwocky,” 372; <i>Tales From the Odyssey</i> , 452; <i>Lewis & Clark</i> , 476

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Reading Standards for Informational Text 6–8	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RI.1)	SE/TE: <i>Bad Boy</i> , 66; <i>My Life With the Chimpanzees</i> , 112; “Teens and Technology Share a Future,” 210; “Is Our Gain Also Our Loss?,” 252; “The Importance of Imagination,” 384; <i>A Long Way Home</i> , 424; “All About Exploration,” 432; Students will address this standard in <i>Analyze the Text</i> features which appear with every informational text selection.
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 judgments. (6.RI.2)	SE/TE: <i>Bad Boy</i> , 66; “The Importance of Imagination,” 384; <i>A Long Way Home</i> , 424; “To the Top of Everest,” 472
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). (6.RI.3)	SE/TE: “Declaration of the Rights of the Child,” 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; “Is Our Gain Also Our Loss?,” 252; “The Importance of Imagination,” 384; <i>A Long Way Home</i> , 426; “To the Top of Everest,” 472
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6.RI.4)	SE/TE: “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 218, 220
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. (6.RI.5)	SE/TE: <i>Brown Girl Dreaming</i> , 20; “Declaration of the Rights of the Child,” 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; <i>Bad Boy</i> , 66; “Teens and Technology Share a Future,” 210; “Is Our Gain Also Our Loss?,” 252; <i>A Long Way Home</i> , 424
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (6.RI.6)	SE/TE: <i>Brown Girl Dreaming</i> , 20; <i>My Life With the Chimpanzees</i> , 112; “Teens and Technology Share a Future,” 210; “The Black Hole of Technology,” 218

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Integration of Knowledge and Ideas	
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. (6.RI.7)	SE/TE: “Monkey Master,” 160; <i>Lewis & Clark</i> , 483
Integration of Knowledge and Ideas	
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. (6.RI.8)	SE/TE: “Teens and Technology Share a Future,” 210; “The Black Hole of Technology,” 218; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223
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). (6.RI.9)	SE/TE: <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223
Range of Reading and Level of Text Complexity	
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. (6.RI.10) a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.6.RI.10)	SE/TE: <i>Brown Girl Dreaming</i> , 12; “Declaration of the Rights of the Child,” 42; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50; <i>Bad Boy</i> , 60; First-Read Guide, Unit 1: 82, Unit 2: 176, Unit 3: 264, Unit 4: 392, Unit 5: 488; Close-Read Guide, Unit 1: 83, Unit 2: 177, Unit 3: 265, Unit 4: 393, Unit 5: 489; <i>My Life With the Chimpanzees</i> , 100; “Monkey Master,” 152; “Teens and Technology Share a Future,” 206; “The Black Hole of Technology,” 214; “The Internet of Things,” 224; “Is Our Gain Also Our Loss?”, 248; “Bored . . . and Brilliant?”, 256; “The Importance of Imagination,” 380; <i>A Long Way Home</i> , 410; “All About Exploration,” 430; “Mission Twinpossible,” 444; “To the Top of Everest,” 462

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Writing Standards 6–8	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; <i>A Long Way Home</i> , 428; Whole-Class Performance Task, Unit 3: 228–232, Unit 5: 434–438; Small-Group Performance Task, Unit 3: 260–261, Unit 5: 484; Performance-Based Assessment, Unit 3: 267–268, Unit 5: 491–493
a. Introduce claim(s) and organize the reasons and evidence clearly.	SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; <i>A Long Way Home</i> , 428; Whole-Class Performance Task, Unit 3: 229, Unit 5: 435, 438; Small-Group Performance Task, Unit 3: 260–261; Performance-Based Assessment, Unit 3: 267
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; <i>A Long Way Home</i> , 428; Whole-Class Performance Task, Unit 3: 229, 232, Unit 5: 435, 438; Small-Group Performance Task, Unit 3: 260–261, Unit 5: 484; Performance-Based Assessment, Unit 3: 269, Unit 5: 491
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; <i>A Long Way Home</i> , 428; Whole-Class Performance Task, Unit 3: 231–232, Unit 5: 438; Performance-Based Assessment, Unit 3: 269
d. Establish and maintain a formal style.	SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; <i>A Long Way Home</i> , 428; Whole-Class Performance Task, Unit 3: 232, Unit 5: 437; Performance-Based Assessment, Unit 3: 269

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e. Provide a concluding statement or section that follows from the argument presented. (6.W.1)	SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; <i>A Long Way Home</i> , 428; Whole-Class Performance Task, Unit 3: 230, Unit 5: 436; Performance-Based Assessment, Unit 3: 269
Text Types and Purposes	
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: “Declaration of the Rights of the Child,” 49; <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 151; “The Internet of Things,” 227; “Bored . . . and Brilliant?,” 259; <i>The Phantom Tollbooth</i> , / <i>The Phantom Tollbooth</i> (media),” 351; <i>Alice’s Adventures in Wonderland</i> , 371; “The Importance of Imagination,” 387; “All About Exploration,” 433; “Mission Twinpossible,” 451; <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475; Whole-Class Performance Task, Unit 2: 128–130, 132; Performance-Based Assessment, Unit 2: 179–181
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.	SE/TE: “Declaration of the Rights of the Child,” 49; <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 151; <i>The Phantom Tollbooth</i> / <i>The Phantom Tollbooth</i> (media), 351; <i>Alice’s Adventures in Wonderland</i> , 371; “The Importance of Imagination,” 387; “Mission Twinpossible,” 451; <i>Tales From the Odyssey</i> / “To the Top of Everest,” 475; Whole-Class Performance Task, Unit 2: 130; Performance-Based Assessment, Unit 2: 179–181

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b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: “Declaration of the Rights of the Child,” 49; <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; “All About Exploration,” 433; “Mission Twinpossible,” 451; <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474; Whole-Class Performance Task, Unit 2: 129; Performance-Based Assessment, Unit 2: 179–181
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: “Declaration of the Rights of the Child,” 49; <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; “Mission Twinpossible,” 451; <i>Tales From the Odyssey</i> / “To the Top of Everest,” 475; Whole-Class Performance Task, Unit 2: 132; Performance-Based Assessment, Unit 2: 179–181
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: “Declaration of the Rights of the Child,” 49; <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Task, Unit 2: 129; Performance-Based Assessment, Unit 2: 179–181
e. Establish and maintain a formal style.	SE/TE: “Declaration of the Rights of the Child,” 49; <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Task, Unit 2: 132; Performance-Based Assessment, Unit 2: 179–181

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f. Provide a concluding statement or section that follows from the information or explanation presented. (6.W.2)	SE/TE: “Declaration of the Rights of the Child,” 49; <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; <i>My Life With the Chimpanzees,</i> 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Task, Unit 2: 130; Performance-Based Assessment, Unit 2: 179–181
Text Types and Purposes	
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>Brown Girl Dreaming,</i> 24; “Hachiko,” 126; “The Fun They Had,” 247; <i>The Phantom Tollbooth,</i> Act II, 344; Whole-Class Performance Task, Unit 1: 32–36, Unit 4: 352–354, 356; Small-Group Performance Task, Unit 4: 388; Performance-Based Assessment, Unit 1: 85–87, Unit 4: 395–397
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: “Hachiko,” 126; “The Fun They Had,” 247; <i>The Phantom Tollbooth,</i> Act II, 344; Whole-Class Performance Task, Unit 1: 34, Unit 4: 354, 356; Small-Group Performance Task, Unit 4: 388; Performance-Based Assessment, Unit 1: 85–87
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: <i>Brown Girl Dreaming,</i> 24; “Hachiko,” 126; “The Fun They Had,” 247; <i>The Phantom Tollbooth,</i> Act II, 344; Whole-Class Performance Task, Unit 1: 33, 36, Unit 4: 353, 356; Small-Group Performance Task, Unit 4: 388; Performance-Based Assessment, Unit 1: 85–87
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: “Hachiko,” 126; Whole-Class Performance Task, Unit 1: 34, Unit 4: 356; Performance-Based Assessment, Unit 1: 85–87

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d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE/TE: <i>Brown Girl Dreaming</i> , 24; “Hachiko,” 126; “The Fun They Had,” 247; Whole-Class Performance Task, Unit 1: 33, 35–36, Unit 4: 353; Small-Group Performance Task, Unit 4: 388; Performance-Based Assessment, Unit 1: 85–87, Unit 4: 395–397
e. Provide a conclusion that follows from the narrated experiences or events. (6.W.3)	SE/TE: “Hachiko,” 126; Whole-Class Performance Task, Unit 1: 34, 36, Unit 4: 354; Performance-Based Assessment, Unit 1: 85–87
Production and Distribution of Writing	
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. (6.W.4)	SE/TE: Whole-Class Performance Task, Unit 1, Unit 2, Unit 3, Unit 4, Unit 5; Small-Group Performance Task, Unit 5: 484
a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.6.W.4)	SE/TE: “Declaration of the Rights of the Child,” 49; <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 150-151; “The Internet of Things,” 227; “Bored . . . and Brilliant?,” 259; <i>The Phantom Tollbooth, / The Phantom Tollbooth (media),</i> 350-351; <i>Alice’s Adventures in Wonderland</i> , 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; <i>Tales From the Odyssey / “To the Top of Everest,”</i> 474–475; Performance Task: Unit 1: 34
Production and Distribution of Writing	
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.) (6.W.5)	SE/TE: “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Task, Unit 1, Unit 2, Unit 3, Unit 4, Unit 5

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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 type a minimum of three pages in a single sitting. (6.W.6)	SE/TE: “Feathered Friend,” 205; “Bored . . . and Brilliant?,” 259; “Black Cowboy, Wild Horses,” 171; “Jabberwocky,” 379; Small-Group Performance Task, Unit 1: 79; Whole-Class Performance Task, Unit 1: 37, Unit 2: 133, Unit 3: 233, Unit 5: 439
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6.W.7)	SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 30; “Monkey Master,” 160; “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 204; <i>Alice’s Adventures in Wonderland</i> , 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; <i>Lewis & Clark</i> , 483; Small-Group Performance Task, Unit 3: 260–261
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. (6.W.8)	SE/TE: “Monkey Master,” 160; “Black Cowboy, Wild Horses,” 171; “Bored . . . and Brilliant?,” 259; <i>Alice’s Adventures in Wonderland</i> , 371; “Mission Twinpossible,” 451; <i>Lewis & Clark</i> , 483
Research to Build and Present Knowledge	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: <i>Brown Girl Dreaming</i> , 24; <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; “Hachiko,” 126; “A Blessing” / “Predators,” 151; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; <i>Tales From the Odyssey / “To the Top of Everest,”</i> 474; Whole-Class Performance Task, Unit 3: 230, Unit 5: 434; Performance-Based Assessment, Unit 3: 268
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”).	SE/TE: <i>Brown Girl Dreaming</i> , 24; <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; “Hachiko,” 126; “A Blessing” / “Predators,” 151; <i>Tales From the Odyssey / “To the Top of Everest,”</i> 474; Whole-Class Performance Task, Unit 3: 230; Performance-Based Assessment, Unit 3: 268

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b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "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"). (6.W.9)	SE/TE: <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 77; "Teens and Technology Share a Future" / "The Black Hole of Technology," 222–223; Whole-Class Performance Task, Unit 3: 230, Unit 5: 434; Performance-Based Assessment, Unit 3: 268
Range of Writing	
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. (6.W.10)	SE/TE: Whole-Class Performance Task, Unit 1: 32, Unit 2: 128, Unit 3: 228, Unit 4: 352, Unit 5: 434; Performance-Based Assessment, Unit 2: 180, Unit 3: 268, Unit 4: 396, Unit 5: 492
Speaking and Listening Standards 6–8	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	SE/TE: <i>Brown Girl Dreaming</i> , 25; "Gallery of 'Calvin and Hobbes' Comics," 30; <i>My Life With the Chimpanzees</i> , 117; "Hachiko," 126; "Monkey Master," 160; "Black Cowboy, Wild Horses," 171; "Is Our Gain Also Our Loss?," 255; "Jabberwocky," 379; <i>A Long Way Home</i> , 429; Share Your Independent Learning, Unit 2: 178, Unit 5: 490; Small-Group Performance Task, Unit 4: 389
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.	SE/TE: <i>Brown Girl Dreaming</i> , 25; "Gallery of 'Calvin and Hobbes' Comics," 30; <i>My Life With the Chimpanzees</i> , 117; "Hachiko," 126 "Is Our Gain Also Our Loss?," 255; "Jabberwocky," 379; <i>A Long Way Home</i> , 429
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE/TE: <i>Brown Girl Dreaming</i> , 25; <i>My Life With the Chimpanzees</i> , 117; "Hachiko," 126; "Black Cowboy, Wild Horses," 171; "Is Our Gain Also Our Loss?," 255; "Jabberwocky," 379; Small-Group Performance Task, Unit 4: 389; Students will address this standard in <i>Working as a Team</i> features which appear in the Small Group Learning Overview lessons.

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c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SE/TE: <i>Brown Girl Dreaming</i> , 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 30; <i>My Life With the Chimpanzees</i> , 117; “Monkey Master,” 160; Students will address this standard in <i>Launch Activity</i> features which appear in the Unit Introduction and in <i>Working as a Team</i> features which appear in the Small Group Learning Overview lessons.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (6.SL.1)	SE/TE: <i>Brown Girl Dreaming</i> , 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 30; <i>My Life With the Chimpanzees</i> , 117; <i>A Long Way Home</i> , 429
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. (6.SL.2)	SE/TE: “ <i>Calvin and Hobbes</i> ,” 30; “The Internet of Things,” 227; <i>The Phantom Tollbooth</i> (media), 349; <i>The Phantom Tollbooth / The Phantom Tollbooth</i> (media), 351; <i>A Long Way Home</i> , 429; <i>Lewis & Clark</i> , 483; Students will address this standard in <i>Launch Activity</i> features which appear in the Unit Introduction, in <i>Working as a Team</i> features which appear in the Small Group Learning Overview lessons, and <i>Group Discussion Tips</i> which appear throughout the program.
Comprehension and Collaboration	
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)	SE/TE: Small-Group Performance Task, Unit 3: 260–261, Unit 5: 485
Presentation of Knowledge and Ideas	
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. (6.SL.4)	SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 59; “Hachiko,” 126; “Feathered Friend,” 204; “The Internet of Things,” 227; “Jabberwocky,” 379; Small-Group Performance Task, Unit 1: 78, Unit 2: 172, Unit 3: 260–261, Unit 4: 389, Unit 5: 485; Performance-Based Assessment, Unit 2: 182, Unit 3: 270, Unit 4: 398, Unit 5: 494

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5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. (6.SL.5)	SE/TE: “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 204; “Bored . . . and Brilliant?,” 259; “Jabberwocky,” 379; <i>A Long Way Home</i> , 429; “All About Exploration,” 433; <i>Lewis & Clark</i> , 483; Small-Group Performance Task, Unit 1: 78, Unit 2: 172, Unit 3: 261, Unit 4: 389, Unit 5: 485; Performance-Based Assessment, Unit 3: 270
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.) (6.SL.6)	SE/TE: <i>The Phantom Tollbooth</i> , Act II, 345; Small-Group Performance Task, Unit 1: 78, Unit 2: 173; Performance-Based Assessment, Unit 1: 88, Unit 4: 398, Unit 5: 494
Language Standards 6–8	
Conventions of Standard English	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	SE/TE: “Declaration of the Rights of the Child,” 48; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; <i>Bad Boy</i> , 67; “A Blessing,” 143; “Black Cowboy, Wild Horses,” 170; “Feathered Friend,” 202; “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 220; “The Fun They Had,” 246; “Is Our Gain Also Our Loss?,” 254; <i>The Phantom Tollbooth</i> , Act I, 310; <i>The Phantom Tollbooth</i> , Act II, 342; <i>Alice’s Adventures in Wonderland</i> , 370; “Jabberwocky,” 378; “The Importance of Imagination,” 386; “Mission Twinpossible,” 450; <i>Tales From the Odyssey</i> , 461; “To the Top of Everest,” 473; Whole-Class Performance Task, Unit 2: 131, Unit 4: 355, Unit 5: 439
a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	SE/TE: “Declaration of the Rights of the Child,” 48; Whole-Class Performance Task, Unit 2: 131
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; Grammar Handbook, R57

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c. Recognize and correct inappropriate shifts in pronoun number and person.	SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; “The Importance of Imagination,” 386; Whole-Class Performance Task, Unit 2: 131
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	SE/TE: “The Importance of Imagination,” 386
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. (6.L.1)	SE/TE: “Jabberwocky,” 378; Whole-Class Performance Task, Unit 2: 131, Unit 5: 439
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	SE/TE: <i>Brown Girl Dreaming</i> , 22; <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; <i>My Life With the Chimpanzees</i> , 114; “Hachiko,” 124; “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 220; <i>Alice’s Adventures in Wonderland</i> , 370
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	SE/TE: <i>My Life With the Chimpanzees</i> , 114; “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 220
b. Spell correctly. (6.L.2)	SE/TE: <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; “Hachiko,” 124
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE/TE: <i>Brown Girl Dreaming</i> , 22; <i>The Phantom Tollbooth</i> , Act II, 342; Whole-Class Performance Task, Unit 1: 35, Unit 4: 355, Unit 5: 437; Performance-Based Assessment, Unit 5: 492
a. Vary sentence patterns for meaning, reader/listener interest, and style.	SE/TE: <i>The Phantom Tollbooth</i> , Act II, 342; Whole-Class Performance Task, Unit 1: 35, Unit 4: 355
b. Maintain consistency in style and tone.* (6.L.3)	SE/TE: Whole-Class Performance Task, Unit 5: 437; Small-Group Performance Task, Unit 5: 485; Performance-Based Assessment, Unit 5: 492

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Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	SE/TE: “Declaration of the Rights of the Child,” 42, 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 56; <i>Bad Boy</i> , 60, 65; “I Was a Skinny Tomboy Kid,” 68, 73; <i>My Life With the Chimpanzees</i> , 114; “Hachiko,” 124; “A Blessing,” 138, 141; “Predators,” 144, 147; “Monkey Master,” 152, 160; “Black Cowboy, Wild Horses,” 162, 168; “Feathered Friend,” 202; “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 220; “The Fun They Had,” 238, 244; “Is Our Gain Also Our Loss?,” 248, 252; <i>The Phantom Tollbooth</i> , Act II, 342; <i>Alice’s Adventures in Wonderland</i> , 362; “Jabberwocky,” 372, 376, 378; “The Importance of Imagination,” 380, 384; <i>A Long Way Home</i> , 426; “Mission Twinpossible,” 444, 448; <i>Tales From the Odyssey</i> , 452, 459; “To the Top of Everest,” 462, 471
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.	SE/TE: “I Was a Skinny Tomboy Kid,” 68; “A Blessing,” 138; “Predators,” 144; “Black Cowboy, Wild Horses,” 162; “The Black Hole of Technology,” 220; “The Fun They Had,” 238; <i>Alice’s Adventures in Wonderland</i> , 362; “Jabberwocky,” 372, 378; “The Importance of Imagination,” 380; <i>Tales From the Odyssey</i> , 452
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	SE/TE: “Declaration of the Rights of the Child,” 46; <i>Bad Boy</i> , 65; <i>My Life With the Chimpanzees</i> , 114; “Predators,” 147; “Monkey Master,” 160; “Feathered Friend,” 202; “Teens and Technology Share a Future,” 212; “The Fun They Had,” 244; “Is Our Gain Also Our Loss?,” 252; <i>The Phantom Tollbooth</i> , Act II, 342; “The Importance of Imagination,” 384; <i>A Long Way Home</i> , 426; “Mission Twinpossible,” 448; <i>Tales From the Odyssey</i> , 459; “To the Top of Everest,” 471

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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.	SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; <i>Bad Boy</i> , 65; “A Blessing,” 141; “Monkey Master,” 152; “Jabberwocky,” 376; “Mission Twinpossible,” 448; <i>Tales From the Odyssey</i> , 459; “To the Top of Everest,” 471
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). (6.L.4)	SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “Hachiko,” 124; “Monkey Master,” 160; “The Black Hole of Technology,” 220; “To the Top of Everest,” 471
Vocabulary Acquisition and Use	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: <i>Brown Girl Dreaming</i> , 22; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “I Was a Skinny Tomboy Kid,” 75; <i>My Life With the Chimpanzees</i> , 114; “Hachiko,” 124; “Predators,” 149; “Feathered Friend,” 202; <i>The Phantom Tollbooth</i> , Act I, 310; <i>Alice’s Adventures in Wonderland</i> , 368; “Jabberwocky,” 378; “Mission Twinpossible,” 444
a. Interpret figures of speech (e.g., personification) in context.	SE/TE: “I Was a Skinny Tomboy Kid,” 75; “The Black Hole of Technology,” 218
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; <i>My Life With the Chimpanzees</i> , 114; “Hachiko,” 124; <i>Alice’s Adventures in Wonderland</i> , 368; “Jabberwocky,” 378; “Mission Twinpossible,” 444
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>). (6.L.5)	SE/TE: “Predators,” 149; <i>The Phantom Tollbooth</i> , Act I, 310

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<p>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. (6.L.6)</p>	<p>SE/TE: Unit Goals, Unit 1: 4, Unit 2: 92, Unit 3: 186, Unit 4: 274, Unit 5: 402; <i>“Calvin and Hobbes,”</i> 26; <i>“The Internet of Things,”</i> 224; <i>“Bored . . . and Brilliant?”</i>, 256; <i>The Phantom Tollbooth</i> (media), 346, 349; <i>“All About Exploration,”</i> 430; <i>“Mission Twinpossible,”</i> 444, 448; <i>Lewis & Clark</i>, 476</p>