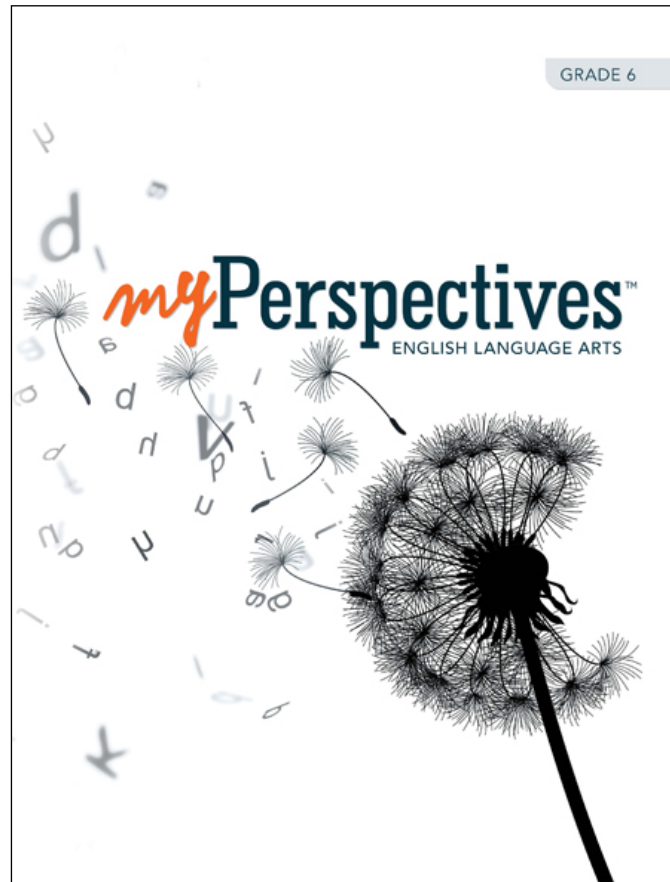


## A Correlation of



**Grade 6**

**To the**

# **Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist**

# A Correlation of *myPerspectives*, English Language Arts, Grade 6 to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist

## Introduction

This document demonstrates how *myPerspectives*™ *English Language Arts* meets the skills of the **Kansas Evidence-Based Reading Instruction Guideline, Structured Literacy Checklist**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

*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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<b>Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</b>	<b>myPerspectives English Language Arts Grade 6</b>
<b>Phonological Awareness</b>	
Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Syllable segmentation and blending	For supporting content please see: <b>SE/TE:</b> Word Study, 46, 65, 73, 114, 124, 147, 202, 212, 244, 252, 342, 426, 448, 459 Conventions, 203
<b>Phonemic awareness including segmentation, blending, and manipulation.</b>	
<ul style="list-style-type: none"> <li>Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Blending (i.e., blending sounds to form words)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Segmentation (i.e. breaking words into individual phonemes)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<b>Sound-Symbol Association</b>	
Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Blending sounds and letters into words to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Segmenting whole words into individual sounds to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.

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<b>Syllable Instruction</b>	
Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Syllable division rules	For supporting content please see: <b>SE/TE:</b> Word Study, 46, 65, 73, 114, 124, 147, 202, 212, 244, 252, 342, 426, 448, 459 Conventions, 203
<b>Orthography</b>	
Focus on spelling patterns, rules, and word meanings including parts of speech and word origin	This objective is addressed throughout. See, for example: <b>SE/TE:</b> Conventions, 23, 48, 67, 125, 143 Concept Vocabulary, 50, 68, 138, 152, 238, 380 Author's Style, 149 Word Study, 168, 310, 368, 376  <b>Digital Resources:</b> myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Greek /Latin Origin of Political Terms
Explicit instruction in letter formation	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<b>Morphology</b>	
Study of base words, roots, prefixes and suffixes	<b>SE/TE:</b> Concept Vocabulary, 42, 248 Word Study, 46, 65, 73, 114, 124, 147, 202, 212, 244, 252, 342, 426, 448, 459  <b>Digital Resources:</b> myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 6 General Academic Vocabulary
Study of endings (inflectional and derivational)	<b>SE/TE:</b> Word Study, 73, 114, 124, 212, 244, 252, 342, 426 Conventions, 254  <b>Digital Resources:</b> myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Suffixes: -ancy, -ly, -y

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<p><b>Grammar/Syntax</b></p>	
<p>Focus on grammar and sentence variations</p>	<p><b>SE/TE:</b> Conventions, 221, 311, 343, 370, 386, 473 Writing to Sources: Vocabulary and Conventions Connection, 344 Language Development, 355</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Conventions&gt;Interactive Grammar Practice Lessons&gt;Agreement: Pronoun- Antecedent</p>
<p>Study of mechanics of language and function of word order to convey meaning</p>	<p><b>SE/TE:</b> Conventions, 115, 125 Author’s Style, 378</p> <p><b>TE Only:</b> How Language Works, 102</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Conventions&gt;Interactive Grammar Practice Lessons&gt;Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p>
<p><b>Vocabulary</b></p>	
<p>Words taught explicitly in multiple settings</p>	<p>This objective is addressed throughout. See, for example: <b>SE/TE:</b> Concept Vocabulary, 12, 22, 152, 282, 410 Media Vocabulary, 26, 30, 224, 256, 346, 430 Vocabulary, 95, 277, 405 Academic Vocabulary: Argument, 187 Technical Vocabulary, 206, 212, 444, 448 Author’s Style, 378</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Interactive Vocabulary Lessons&gt;Grade 6 Domain-Specific Academic Vocabulary</p>

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Synonyms, antonyms, and multiple meanings integrated into classroom discussion	<p><b>SE/TE:</b> Word Study, 56, 141, 168, 220, 310 Concept Vocabulary, 114, 452</p> <p><b>TE Only:</b> Vocabulary Development, 15, 104, 420 Personalize for Learning, 298</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Multiple Meaning Words</p>
Essential features with visual representations for concepts identified during discussion	<p>For supporting content please see:</p> <p><b>SE/TE:</b> Media Connection, 54</p> <p><b>TE Only:</b> Digital Perspectives, 126, 139, 166, 318, 366, 414, 449, 456</p>
<b>Fluency</b>	
Attention to accuracy, rate, and prosody	<p><b>SE/TE:</b> Speaking and Listening: Practice and Present, 59 Rehearse With Your Group, 79, 173 Speaking and Listening, 227 Speaking and Listening: Deliver the Dramatic Reading, 345 Speaking and Listening: Practice, 379</p>
Use of normative data to ensure adequate progress	<p>For supporting content please see:</p> <p><b>TE Only:</b> Speaking and Listening: Practice and Present, 59 Rehearse With Your Group, 79 Speaking and Listening, 227 Speaking and Listening: Deliver the Dramatic Reading, 345 Speaking and Listening: Practice, 379</p>
<b>Reading Comprehension</b>	
Process of deriving meaning and establishing a coherent mental model of the text's content	<p>This objective is addressed throughout. See, for example:</p> <p><b>SE/TE:</b> Analyze the Media, 30 Analyze Craft and Structure, 57, 66, 211, 253, 449, 472 Analyze the Text, 73, 112, 200, 308, 368, 424</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Reading Skills and Literary Analysis&gt;Visualizing</p>

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<p>Attention to integration of ideas within text and between texts</p>	<p><b>SE/TE:</b> Writing to Compare, 76-77, 222-223, 350-351, 474-475</p> <p><b>TE Only:</b> First Read: Connect, 238</p> <p><b>Digital Resources:</b> <i>myPerspectives Grade 6</i>&gt;Unit Resources&gt;Unit 3: Modern Technology&gt;The Black Hole of Technology&gt;Writing to Compare: Argumentative Essay &gt;Unit 4: Imagination&gt;The Phantom Tollbooth (audio and image)&gt;Writing to Compare: Comparison-and-Contrast Essay</p>
<p>Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)</p>	<p><b>SE/TE:</b> Analyze Craft and Structure, 47, 66, 169, 309, 341, 425, 449, 472</p> <p><b>Digital Resources:</b> <i>myPerspectives Grade 6</i>&gt;Unit Resources&gt;Unit 2: Animal Allies&gt;Black Cowboy, Wild Horses&gt;Analyze Craft and Structure: Analyze Plot Structure</p>
<p>Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations</p>	<p>For supporting content please see: <b>TE Only:</b> Personalize for Learning, 148 Analyze Structure, 294, 319 Write Now: Express and Reflect, 341</p>
<p>Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc)</p>	<p><b>SE/TE:</b> Author's Style, 75, 149, 378 Analyze Craft and Structure, 142 Concept Vocabulary, 372 Close Read, 415 Technical Vocabulary, 444</p> <p><b>TE Only:</b> Analyze Simile, 154 Understand Figurative Language, 163 Personalize for Learning, 316 Analyze Invented Language, 373</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language</p>

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<p>Use of graphic organizers</p>	<p>This objective is addressed throughout. See, for example:  <b>SE/TE:</b>                      Analyze Craft and Structure, 47, 57, 123, 245, 309, 369, 449, 472                      Author’s Style, 75, 149</p> <p><b>Digital Resources:</b>                      myPerspectives Plus&gt;Graphic Organizers and Rubrics&gt;Main Idea Map</p>
<p><b>Delivery of Instruction</b></p>	
<p>Explicit instruction in a gradual release model</p>	<p><b>SE/TE:</b>                      Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 91, 185, 273, 401</p> <p><b>TE Only:</b>                      Student-Centered Learning, T16-T17</p>
<p>Sequence of instruction is systematic and cumulative</p>	<p><b>TE Only:</b>                      Pacing Guide: Unit Supplement, T36-T45                      Pacing Plan, 10-11, 38-39, 90-91, 98-99, 134-135, 174-175, 184-185, 192-193, 234-235, 262-263, 272-273, 280-281, 358-359, 390-391, 400-401, 408-409, 440-441, 486-487</p>

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