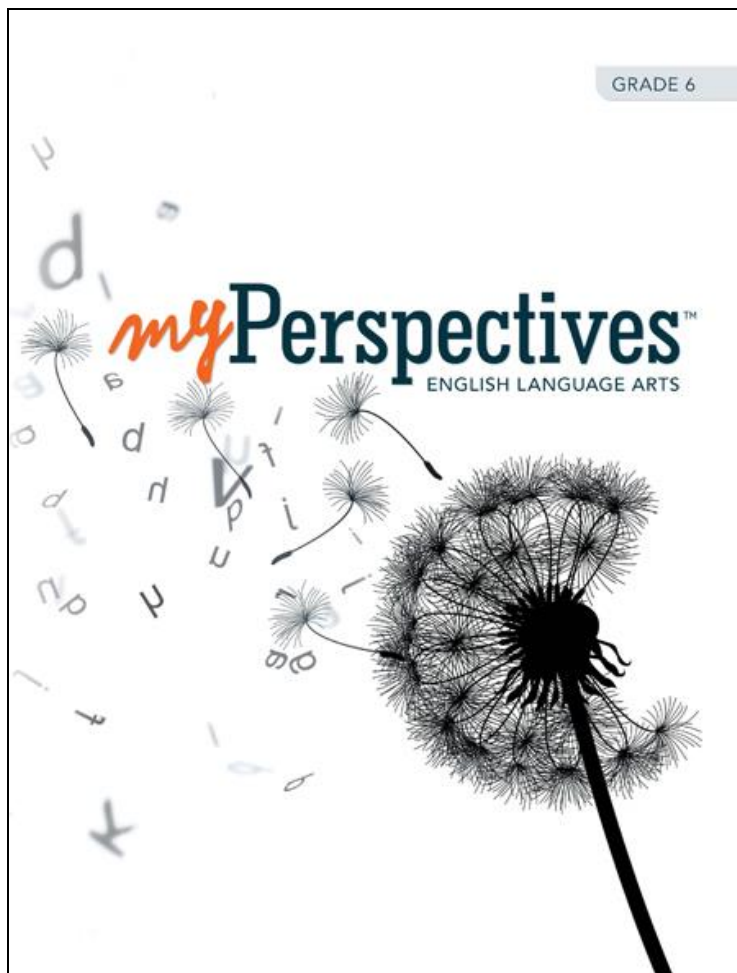


A Correlation of



Grade 6 ©2022

To the

**Kentucky Academic Standards
for Reading and Writing 2019
Grade 6**

A Correlation of myPerspectives English Language Arts ©2022 to the Kentucky Academic Standards for Reading and Writing 2019, Grade 6

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Kentucky Academic Standards for Reading and Writing**. Correlation page references are to the Student Edition, Teacher’s Edition and are cited by selection and feature title. Digital citations to the online version of myPerspectives are included as well.

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.

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Table of Contents

Reading Standards for Literature RL.6	4
Reading Standards for Informational Text RI.6	7
Composition C.6.....	10
Language L.6	19

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Reading Standards for Literature RL.6	
Key Ideas and Details	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1	<p>SE/TE: “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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 2–3, 9</p>
Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary. RL.6.2	<p>SE/TE: [Theme] “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; [Summary] from <i>Brown Girl Dreaming</i>, 19; <i>The Phantom Tollbooth</i>, Act I, 307; <i>The Phantom Tollbooth</i>, Act II, 339; from <i>Tales From the Odyssey</i>, 458</p> <p>TE only: Analyze Theme, 338</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 15–16, 22</p>
Describe how a particular story’s or drama’s plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. RL.6.3	<p>SE/TE: “Hachiko,” 123; “Black Cowboy, Wild Horses,” 169; “Black Cowboy, Wild Horses,” 169; “The Fun They Had,” 245; <i>The Phantom Tollbooth</i>, Act I, 308, 309; from <i>Alice’s Adventures in Wonderland</i>, 368</p> <p>TE only: Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 28–29, 35</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Craft and Structure	
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. RL.6.4	<p>SE/TE: <i>Brown Girl Dreaming</i>, 22; “A Blessing,” 142; “Predators,” 149; “Jabberwocky,” 376, 378; <i>Tales From the Odyssey</i>, 459</p> <p><i>In addition, students address this standard in the Concept Vocabulary features which appear with every literature selection.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 42, 48 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language</p>
Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. RL.6.5	<p>SE/TE: <i>Brown Girl Dreaming</i>, 21; “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 123; “Predators,” 148; “Feathered Friend,” 201; “The Fun They Had,” 245; <i>The Phantom Tollbooth</i>, Act I, 309; <i>The Phantom Tollbooth</i>, Act II, 341; <i>Tales From the Odyssey</i>, 460</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 54–55</p>
Explain how an author develops the perspective of the narrator or speaker in a text. RL.6.6	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 21; <i>The Phantom Tollbooth</i>, Act I, 309; <i>The Phantom Tollbooth</i>, Act I, 344</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 61–62; ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View, 1–2</p>
Integration of Knowledge and Ideas	
Compare/contrast reading a print text and viewing its visual/oral presentation. RL.6.7	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 68–69</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
<p>Compare/contrast how various forms or genres of texts approach a similar theme or topic. RL.6.9</p>	<p>SE/TE: Bad Boy / “I Was a Skinny Tomboy Kid,” 76–77; “The Fun They Had,” 238 (TE); Tales from the Odyssey / “To the Top of Everest,” 474–475</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 75–76</p>
<p align="center">Range of Reading and Level of Text Complexity</p>	
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. RL.6.10</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read Guide, 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>Brown Girl Dreaming</i>, 13; “Gallery of ‘Calvin and Hobbes’ Comics,” 27; “I Was a Skinny Tomboy Kid,” 69; “Hachiko,” 119; “A Blessing,” 139; “Black Cowboy, Wild Horses,” 163; “Feathered Friend,” 195; “The Fun They Had,” 239; <i>The Phantom Tollbooth</i>, Act I, 283; from <i>Alice’s Adventures in Wonderland</i>, 363; “Jabberwocky,” 373; ; from <i>Tales From the Odyssey</i>, 453; <i>Lewis & Clark</i>, 477</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 82–83</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Reading Standards for Informational Text RI.6	
Key Ideas and Details	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1	<p>SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; <i>from Bad Boy</i>, 66; <i>from 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; <i>from A Long Way Home</i>, 425; "Mission Twinpossible," 449; "All About Exploration," 432; "To the Top of Everest," 472</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every informational text selection.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 90–91, 97</p>
Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. RI.6.2	<p>SE/TE: [Central Ideas and Their Development] <i>from Bad Boy</i>, 66; "The Importance of Imagination," 385; <i>from A Long Way Home</i>, 425; "To the Top of Everest," 472; [Summary] Unit Introductions, 8, 96, 190, 406; "The Internet of Things," 227 TE only: Analyze Details, 63; Main Idea, 153; Analyze Key Details, 445</p> <p><i>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).</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 103–104, 110</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Analyze in detail how an author develops a key individual, event or idea over the course of a text. RI.6.3	<p>SE/TE: “Declaration of the Rights of the Child,” 47; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 384; A Long Way Home, 425; “Mission Twinpossible,” 449; “To the Top of Everest,” 472</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 116–117</p>
Craft and Structure	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.6.4	<p>SE/TE: “Teens and Technology Share a Future,” 206, 211, 212; “The Black Hole of Technology,” 218, 219, 220; “Mission Twinpossible,” 444, 448</p> <p><i>In addition, students address this standard in the Concept Vocabulary features which appear with every literature selection. For examples see, 114, 118, 124, 138, 141, 144, 147, 194, 202.</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 123–124</p>
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. RI.6.5	<p>SE/TE: <i>Brown Girl Dreaming</i>, 21; “Declaration of the Rights of the Child,” 47; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; Bad Boy, 66; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 252; A Long Way Home, 425; “Mission Twinpossible,” 449</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 130–131</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Determine an author’s perspective and purpose in a text, and explain how it is conveyed in a text. RI.6.6	<p>SE/TE: Brown Girl Dreaming, 21; from <i>My Life With the Chimpanzees</i>, 113; “Teens and Technology Share a Future,” 211; “The Black Hole of Technology,” 218; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 385</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 137–138</p>
Integration of Knowledge and Ideas	
Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. RI.6.7	<p>SE/TE: “Monkey Master,” 152–160; “The Internet of Things,” 224–227; from <i>Tales from the Odyssey</i> / “To the Top of Everest,” 452–475; from <i>Lewis & Clark</i>, 483</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 144–145</p>
Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. RI.6.8	<p>SE/TE: “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; What on Earth Is Left to Explore?, 404–407</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 151–152</p>
Compare/contrast how two or more authors present similar events. RI.6.9	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 158–159</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Range of Reading and Level of Text Complexity	
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. RI.6.10</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read Guide, 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; from <i>Brown Girl Dreaming</i>, 13; “Declaration of the Rights of the Child,” 43; “<i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>,” 51; from <i>Bad Boy</i>, 61; from <i>My Life With the Chimpanzees</i>, 101; “<i>Monkey Master</i>,” 153; “<i>Teens and Technology Share a Future</i>,” 207 “The Black Hole of Technology,” 215; “<i>The Internet of Things</i>,” 225; “<i>Bored...and Brilliant? A Challenge to Disconnect From Your Phone</i>,” 257; “<i>The Importance of Imagination</i>,” 381; from <i>A Long Way Home</i>, 411; “<i>BBC Science Club: All About Exploration</i>,” 431; “<i>Mission Twinpossible</i>,” 445; “Is Our Gain Also Our Loss?,” 249; “To the Top of Everest,” 463; from <i>Lewis & Clark</i>, 477</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 165–166</p>
Composition C.6	
Text Types and Purposes	
<p>Compose arguments to support claims with clear reasons and relevant evidence. C.6.1</p>	<p>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: 484–485; Performance-Based Assessment, Unit 3: 267–268, Unit 5: 491–493</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 173–183</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.6.1a	<p>SE/TE: Whole-Class Performance Task, Unit 3: 228–232, Unit 5: 434–438; Small-Group Performance Task, Unit 3: 260–261, Unit 5: 484–485; Performance-Based Assessment, Unit 3: 267–268, Unit 5: 491–493</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 173–183</p>
Introduce claim(s) and organize the reasons and evidence clearly. C.6.1b	<p>SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; A Long Way Home, 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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 177–178</p>
Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text. C.6.1c	<p>SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: Argumentative Writing - Middle School</p>
Use words, phrase and clauses to clarify the relationships among claim(s) and reasons. C.6.1d	<p>SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; A Long Way Home, 428; Whole-Class Performance Task, Unit 3: 231–232, Unit 5: 438; Performance-Based Assessment, Unit 3: 269</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 178</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Establish and maintain a formal style. C.6.1e	<p>SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; A Long Way Home, 428; Whole-Class Performance Task, Unit 3: 232, Unit 5: 437; Performance-Based Assessment, Unit 3: 269</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 178</p>
Provide a concluding statement or section that follows from the argument presented. C.6.1f	<p>SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; A Long Way Home, 428; Whole-Class Performance Task, Unit 3: 230, Unit 5: 436; Performance-Based Assessment, Unit 3: 269</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 179</p>
With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. C.6.1g	<p>SE/TE: Whole-Class Performance Task, Unit 3: 228–232, Unit 5: 434–438; Small-Group Performance Task, Unit 3: 260–261, Unit 5: 484–485; Performance-Based Assessment, Unit 3: 267–268, Unit 5: 491–493</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 173–183 myPerspectives Plus>Writing and Research>Interactive Writing Lessons>The Writing Process – Middle School>Drafting >Revising</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. C.6.2</p>	<p>SE/TE: “Declaration of the Rights of the Child,” 49; Bad Boy / “I Was a Skinny Tomboy Kid,” 76–77; My Life With the Chimpanzees, 116; “A Blessing” / “Predators,” 150–151; “The Internet of Things,” 227; “Bored . . . and Brilliant?,” 259; The Phantom Tollbooth, / The Phantom Tollbooth (media),” 350–351; Alice’s Adventures in Wonderland, 371; “The Importance of Imagination,” 387; “Mission Twinpossible,” 451; Tales From the Odyssey / “To the Top of Everest,” 474–475; Whole-Class Performance Task, Unit 2: 128–133; Performance-Based Assessment, Unit 2: 179–181</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 184–195</p>
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. C.6.2a</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 128–133; Performance-Based Assessment, Unit 2: 179–181</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 184–195</p>
<p>Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include for-matting, graphics and multimedia when useful to aiding comprehension. C.6.2b</p>	<p>SE/TE: “Declaration of the Rights of the Child,” 49; Bad Boy / “I Was a Skinny Tomboy Kid,” 77; My Life With the Chimpanzees, 116; “A Blessing” / “Predators,” 151; The Phantom Tollbooth / The Phantom Tollbooth (media), 351; Alice’s Adventures in Wonderland, 371; “The Importance of Imagination,” 387; Tales From the Odyssey / “To the Top of Everest,” 475; Whole-Class Performance Task, Unit 2: 130; Performance-Based Assessment, Unit 2: 179–181</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 184–195</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. C.6.2c	SE/TE: “Declaration of the Rights of the Child,” 49; Bad Boy / “I Was a Skinny Tomboy Kid,” 77; My Life With the Chimpanzees, 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; “Mission Twinpossible,” 451; Tales From the Odyssey / “To the Top of Everest,” 474; Whole-Class Performance Task, Unit 2: 129; Performance-Based Assessment, Unit 2: 179–181
Use appropriate transitions to clarify the relationships among ideas and concepts. C.6.2d	SE/TE: “Declaration of the Rights of the Child,” 49; Bad Boy / “I Was a Skinny Tomboy Kid,” 77; My Life With the Chimpanzees, 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; “Mission Twinpossible,” 451; Tales From the Odyssey / “To the Top of Everest,” 475; Whole-Class Performance Task, Unit 2: 132; Performance-Based Assessment, Unit 2: 179–181 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 189
Use precise language and domain-specific vocabulary to inform about or explain the topic. C.6.2e	SE/TE: “Declaration of the Rights of the Child,” 49; Bad Boy / “I Was a Skinny Tomboy Kid,” 77; My Life With the Chimpanzees, 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Task, Unit 2: 129; Performance-Based Assessment, Unit 2: 179–181 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 189 <i>myPerspectives Plus</i> >Writing and Research>Interactive Writing Lessons>The Writing Process – Middle School>>Revising
Establish and maintain a formal style. C.6.2f	SE/TE: “Declaration of the Rights of the Child,” 49; Bad Boy / “I Was a Skinny Tomboy Kid,” 77; My Life With the Chimpanzees, 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Task, Unit 2: 132; Performance-Based Assessment, Unit 2: 179–181

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Provide a concluding statement or section that follows from the information or explanation presented. C.6.2g	<p>SE/TE: “Declaration of the Rights of the Child,” 49; Bad Boy / “I Was a Skinny Tomboy Kid,” 77; My Life With the Chimpanzees, 116; “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Task, Unit 2: 130; Performance-Based Assessment, Unit 2: 179–181</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 184–195</p>
With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. C.6.2h	<p>SE/TE: Whole-Class Performance Task, Unit 2: 128–133; Performance-Based Assessment, Unit 2: 179–181</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 184–195 <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>The Writing Process – Middle School>Drafting >Revising</p>
Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. C.6.3	<p>SE/TE: Brown Girl Dreaming, 24; “Hachiko,” 126–127; “The Fun They Had,” 247; The Phantom Tollbooth, 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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 196–206</p>
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.6.3a	<p>SE/TE: 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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 196–206</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. C.6.3b	SE/TE: “Hachiko,” 126; “The Fun They Had,” 247; The Phantom Tollbooth, 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
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters. C.6.3c	SE/TE: Brown Girl Dreaming, 24; “Hachiko,” 126; “The Fun They Had,” 247; The Phantom Tollbooth, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 200
Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. C.6.3d	SE/TE: Whole-Class Performance Task, Unit 1: 34, Unit 4: 356; Performance-Based Assessment, Unit 1: 87 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 201
Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. C.6.3e	SE/TE: Brown Girl Dreaming, 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
Provide a conclusion that follows from the narrated experiences or events. C.6.3f	SE/TE: Whole-Class Performance Task, Unit 1: 34, 36, Unit 4: 354; Performance-Based Assessment, Unit 1: 85–87 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 202

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
<p>With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. C.6.3g</p>	<p>SE/TE: “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; 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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 196–206 <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>The Writing Process – Middle School>Drafting >Revising</p>
Production and Distribution	
<p>Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. C.6.4</p>	<p>SE/TE: “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; “Bored . . . and Brilliant?,” 259; “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</p> <p>TE only: Written Response, 50C; Digital Perspectives, 88, 182</p>
Research to Build and Present Knowledge	
<p>Conduct short research projects to answer a question, drawing on several sources. C.6.5</p>	<p>SE/TE: “Gallery of Calvin and Hobbes Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; <i>from Alice’s Adventures in Wonderland</i>, 371; “BBC Science Club: All About Exploration,” 433; “Mission Twinpossible,” 451; <i>from Lewis & Clark</i>, 483; Small-Group Performance Task, Unit 3: 260–261</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 246–247, 250 <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons>Integrating Quotations, Citations, and Images-Middle School >Sources and Evidence - Middle School</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. C.6.6</p>	<p>SE/TE: Gallery of <i>Calvin and Hobbes</i> Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; “Bored . . . and Brilliant?”, 259; Alice’s Adventures in Wonderland, 371; “Mission Twinpossible,” 451; Lewis & Clark, 483</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 253–266 Writing and Research>Interactive Research Lessons>Research Writing-Middle School >Integrating Quotations, Citations, and Images - Middle School >Sources and Evidence - Middle School</p>
<p>Range of Writing</p> <p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. C.6.7</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 489; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–475</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 English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Language L.6	
Conventions of Standard English	
In both written and oral expression: L.6.1	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 23; “Declaration of the Rights of the Child,” 48; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; from <i>Bad Boy</i>, 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; <i>The Phantom Tollbooth</i>, Act I, 311; <i>The Phantom Tollbooth</i>, Act II, 343–344; <i>The Phantom Tollbooth</i> (multimedia), 351; from “Alice’s Adventures in Wonderland,” 370; “The Importance of Imagination,” 386; “Mission Twinpossible,” 450; from <i>Tales From the Odyssey</i>, 461; “To the Top of Everest,” 473, 475; Whole-Class Performance Tasks, 35, 37, 131, 132, 133, 231, 233, 355, 356, 357, 437, 439; Grammar Handbook, R54–R60</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 323–324, 325–326, 327–328; Interactive Grammar Practice Lessons</p>
Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. L.6.1a	<p>SE/TE: “Declaration of the Rights of the Child,” 48; “The Importance of Imagination,” 386; Whole-Class Performance Task, 131, 133; Grammar Handbook, R58</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 321–322, 327–328 <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Pronouns: Personal and Possessive</p>

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Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Recognize and correct inappropriate shifts in pronoun number and person. L.6.1b	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; “The Importance of Imagination,” 386; Whole-Class Performance Task, 131</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 325–326 <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Agreement: Pronoun-Antecedent >Pronoun Case: Unnecessary Shifts in Number or Person</p>
Recognize variations from standard English and implement strategies to improve expression in conventional language. L.6.1c	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 21; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; “Jabberwocky,” 378; Whole-Class Performance Tasks, 36, 37, 131, 132, 233, 357, 439; Grammar Handbook: R57–R63</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 329–330 <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Sentences: Fragments and Run-on Sentences</p>

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Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
When writing: L.6.2	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; 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 “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 221; from <i>Alice’s Adventures in Wonderland</i>, 370; Whole-Class Performance Tasks, 133, 233, 439; Grammar Handbook, R54, R61–R63</p> <p><i>In addition, students address this standard in Conventions features which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 333–334 <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons</p>
Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2a	<p>SE/TE: from <i>My Life with the Chimpanzees</i>, 115–116; “Teens and Technology Share a Future,” 213; “The Black Hole of Technology,” 221</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 331–332 <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p>
Demonstrate appropriate use of strategies to identify and correct spelling errors. L.6.2b	<p>SE/TE: from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; “Hachiko,” 125–126; Writing to Compare, 77; The Phantom Tollbooth (multimedia), 351; “To the Top of Everest,” 475; Whole-Class Performance Tasks, 233, 357, 439; Grammar Handbook, R62–R63</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 333–334</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Knowledge of Language	
Use knowledge of language and its conventions when writing, speaking, reading or listening. L.6.3	<p>SE/TE: 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> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 335–336</p>
Vary sentence patterns for meaning, reader/listener interest and style. L.6.3a	<p>SE/TE: Whole-Class Performance Tasks, 35, 132, 355, 356; The Phantom Tollbooth, Act II, 343</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 337–338</p>
Maintain consistency in style and tone. L.6.3b	<p>SE/TE: Whole-Class Performance Tasks, 35, 36, 37, 132, 232, 437–439; Small-Group Performance Task, 485; Performance-Based Assessment, 492</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 337–338</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Vocabulary Acquisition and Use	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. L.6.4	<p>SE/TE: “Declaration of the Rights of the Child,” 42–44, 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; Bad Boy, 60–63, 65; “I Was a Skinny Tomboy Kid,” 68, 69, 71, 73; My Life With the Chimpanzees, 114; “Hachiko,” 124; “A Blessing,” 138–141; “Predators,” 144, 146, 147; “Monkey Master,” 152, 156–158, 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, 240, 241, 244; “Is Our Gain Also Our Loss?,” 248, 250–252; The Phantom Tollbooth, Act II, 342; Alice’s Adventures in Wonderland, 362; “Jabberwocky,” 372, 376, 378; “The Importance of Imagination,” 380–382, 384; A Long Way Home, 426; “Mission Twinpossible,” 444, 448; Tales From the Odyssey, 452, 459; “To the Top of Everest,” 462–464, 471</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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 343–344, 345–346</p>
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. L.6.4a	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “I Was a Skinny Tomboy Kid,” 68; “A Blessing,” 138; “Predators,” 144, 146, 147; “Black Cowboy, Wild Horses,” 162, 166, 168; “The Black Hole of Technology,” 220; “The Fun They Had,” 238, 240, 241, 244; Alice’s Adventures in Wonderland, 362–364, 368; “Jabberwocky,” 372, 378; “The Importance of Imagination,” 380–382, 384; Tales From the Odyssey, 452; “To the Top of Everest,” 462–464, 471</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 339–340</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Use Greek and Latin affixes and roots as clues to the meaning of a word. L.6.4b	<p>SE/TE: “Declaration of the Rights of the Child,” 46; Bad Boy, 65; My Life With the Chimpanzees, 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; The Phantom Tollbooth, Act II, 342; “The Importance of Imagination,” 384; A Long Way Home, 426; “Mission Twinpossible,” 448; Tales From the Odyssey, 459; “To the Top of Everest,” 471</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 341–342</p>
Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.6.4c	<p>SE/TE: “Declaration of the Rights of the Child,” 43, 44; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; Bad Boy, 65; “A Blessing,” 141; “Monkey Master,” 152, 160; “Black Cowboy, Wild Horses,” 168; “The Black Hole of Technology,” 220; “Feathered Friend,” 202; “Jabberwocky,” 376; “The Importance of Imagination,” 384; “Mission Twinpossible,” 448; Tales From the Odyssey, 459; “To the Top of Everest,” 471</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 343–344, 345–346</p>
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. L.6.4d	<p>SE/TE: Unit Introductions, 5, 93, 187, 275, 403; “Calvin and Hobbes,” 26; “The Internet of Things,” 224, 226; “Bored . . . and Brilliant?,” 256, 258; The Phantom Tollbooth (media), 346, 349; “All About Exploration,” 430, 432; “Mission Twinpossible,” 444, 448; Lewis & Clark, 476, 482</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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 353–354</p>

**A Correlation of myPerspectives English Language Arts ©2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 6**

Kentucky Academic Standards Reading and Writing 2019, Grade 6	myPerspectives English Language Arts Grade 6
Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. L.6.5	<p>SE/TE: Brown Girl Dreaming, 22; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “I Was a Skinny Tomboy Kid,” 75; My Life With the Chimpanzees, 114; “Hachiko,” 124; “Predators,” 149; “Feathered Friend,” 202; The Phantom Tollbooth, Act I, 310; Alice’s Adventures in Wonderland, 368; “Jabberwocky,” 378; “Mission Twinpossible,” 444</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 347–348, 349–350, 351–352</p>
Interpret figurative language, including but not limited to personification, in context. L.6.5a	<p>SE/TE: “I Was a Skinny Tomboy Kid,” 75; “A Blessing,” 142; from <i>A Long Way Home</i>, 415 TE only: Figurative Language, 145, 150, 163, 219, 316; Simile, 154</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 347–348</p>
Use the relationship between particular words to better understand each of the words. L.6.5b	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; from <i>My Life with the Chimpanzees</i>, 114; “Hachiko: The True Story of a Loyal Dog,” 124; from <i>Alice’s Adventures in Wonderland</i>, 368; “Mission Twinpossible,” 444, 446, 448</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 349–350</p>
Distinguish among the connotations of words with similar denotations. L.6.5c	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “Predators,” 149; The Phantom Tollbooth, Act I, 310</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 351–352</p>

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