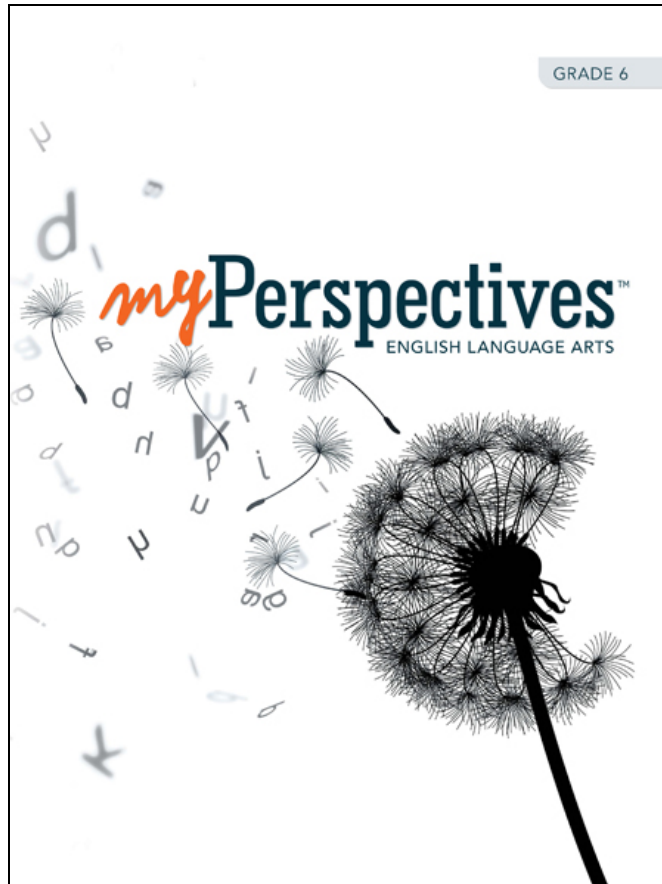


A Correlation of



Grade 6, ©2017

To the

**Massachusetts Curriculum Framework
2017 English Language Arts**

A Correlation of *myPerspectives* ©2017, Grade 6 to the Massachusetts Curriculum Framework 2017 English Language Arts

Introduction

This document demonstrates how *myPerspectives*™ *English Language Arts* meets the objectives of **Massachusetts Curriculum Framework 2017 English Language Arts**. 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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**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Table of Contents

Grade 6 Reading Standards for Literature [RL]..... 4

Grade 6 Reading Standards for Informational Text [RI]..... 6

Grade 6 Writing Standards [W] 9

Grade 6 Speaking and Listening Standards [SL]..... 15

Grade 6 Language Standards [L] 17

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
Grade 6 Reading Standards	
Grade 6 Reading Standards for Literature [RL]	
Key Ideas and Details	
<p>1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)</p>	<p>SE/TE: "Gallery of 'Calvin and Hobbes' Comics," 30, 31; "I Was a Skinny Tomboy Kid," 74; "Feathered Friend," 200; <i>The Phantom Tollbooth</i>, Acts I, II, 300, 308, 340; from <i>Alice's Adventures in Wonderland</i>, 368, 371</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 2-3, 9; Small-Group Learning Strategies, 38, 134, 234, 358, 440; Tool Kit, R27, R30, R31</i></p>
<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.</p>	<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] <i>The Phantom Tollbooth</i>, Act I, 307</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 15-16, 22</i></p>
<p>3. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>SE/TE: "I Was a Skinny Tomboy Kid," 74; "Hachiko," 123; "Predators," 148; "Black Cowboy, Wild Horses," 169; <i>The Phantom Tollbooth</i>, Act I, 308;</p> <p>Other Resources: Common Core Companion, 28-29, 35</p>

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Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	SE/TE: from <i>Brown Girl Dreaming</i> , 22; “I Was a Skinny Tomboy Kid,” 75; “A Blessing,” 142; “Predators,” 149; <i>The Phantom Tollbooth</i> , Act I, 290, 302; “Jabberwocky,” 376, 377; from <i>Tales From the Odyssey</i> , 459 <u>Additional Resources</u> <i>Other Resources: Common Core Companion</i> , 41–42, 48; <i>myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</i>
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.	SE/TE: “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; <i>The Phantom Tollbooth</i> , Act I, 309; <i>The Phantom Tollbooth</i> , Act II, 341 <u>Additional Resources</u> <i>Other Resources: Common Core Companion</i> , 54–55
6. Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TE: from <i>Brown Girl Dreaming</i> , 21; <i>The Phantom Tollbooth</i> , Act I, 309; Other Resources: <i>Common Core Companion</i> , 61–62; <i>myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View</i> , 1–2
Integration of Knowledge and Ideas	
7. Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.	SE/TE: from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 76–77; “The Fun They Had,” 238 (TE); from <i>Alice’s Adventures in Wonderland</i> , 366 (TE); from <i>Tales From the Odyssey / “To the Top of Everest,”</i> 474–475; Other Resources: <i>Common Core Companion</i> , 75–76
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts.
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.	SE/TE: from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 76–77; “The Fun They Had,” 238 (TE); from <i>Tales From the Odyssey / “To the Top of Everest,”</i> 474–475; Other Resources: <i>Common Core Companion</i> , 75–76

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Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
Range of Reading and Level of Text Complexity	
<p>10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<p>SE/TE: Share Your Independent Learning: Unit 1: 84, Unit 2: 178, Unit 3: 266, Unit 4: 394, Unit 5: 490</p>
Grade 6 Reading Standards for Informational Text [RI]	
Key Ideas and Details	
<p>1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)</p>	<p>SE/TE: “Declaration of the Rights of the Child,” 44; from <i>My Life With the Chimpanzees</i>, 113; “Monkey Master,” 154, 160; “The Importance of Imagination,” 385; from <i>A Long Way Home</i>, 419, 425, 429; “Mission Twinpossible,” 449, 451; Other Resources: Common Core Companion, 90–91, 97</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> <i>SE/TE: Small-Group Learning Strategies</i>, 38, 134, 234, 358, 440; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 53, 57; from <i>Bad Boy</i>, 62, 66; “Teens and Technology Share a Future,” 210, 211; “Is Our Gain Also Our Loss?,” 253; “To the Top of Everest,” 472; Tool Kit, R27, R30, R31</p>

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Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
<p>2. Determine a text’s central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.</p>	<p>SE/TE: [Central Ideas and Their Development] from <i>Bad Boy</i>, 66; “The Importance of Imagination,” 385; from <i>A Long Way Home</i>, 425; “To the Top of Everest,” 472; [Summary] Unit Introductions, 8, 96, 190, 406; In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 19, 111, 251, 383, 470).</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 103–104, 110</i></p>
<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; “Is Our Gain Also Our Loss?,” 253; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449; “To the Top of Everest,” 472</p> <p><u>Additional Resources</u> <i>SE/TE: “Declaration of the Rights of the Child,” 46; Other Resources: Common Core Companion, 116–117</i></p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76; from <i>A Long Way Home</i>, 427; “Mission Twinpossible,” 444; Other Resources: Common Core Companion, 123–124</p> <p><u>Additional Resources</u> <i>Other Resources: myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</i></p>

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Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
<p>5. Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>SE/TE: “Declaration of the Rights of the Child,” 47; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; from <i>Bad Boy</i>, 66; from <i>My Life With the Chimpanzees</i>, 116; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 445, 449</p> <p>TE Only: Personalize for Learning: English Language Support, Skim, Predict, and Use KWL Chart, 82</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 130–131</i></p>
<p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>SE/TE: from <i>Bad Boy</i>, 66; from <i>My Life With the Chimpanzees</i>, 113; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 385</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 137–138</i></p>
Integration of Knowledge and Ideas	
<p>7. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.</p>	<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,” 474–475; from <i>Lewis & Clark</i>, 483; Other Resources: Common Core Companion, 144–145</p>
<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: “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; Other Resources: Common Core Companion, 151–152</p>

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Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
<p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Other Resources: Common Core Companion, 158–159</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<p>SE/TE: Share Your Independent Learning: Unit 1: 84, Unit 2: 178, Unit 3: 266, Unit 4: 394, Unit 5: 490</p>
<p>Grade 6 Writing Standards [W]</p>	
<p>Text Types and Purposes</p>	
<p>1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p>	
<p>a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.</p>	<p>SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261</p> <p><i>Additional Resources</i> <i>SE/TE:</i> “Feathered Friend,” 204; from <i>A Long Way Home</i>, 428; <i>Other Resources:</i> Common Core Companion, 177–178</p>
<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261; Other Resources: Interactive Writing Lessons: Argumentative Writing—Middle School</p>
<p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>SE/TE: Whole-Class Performance Tasks, 231–232, 438; Other Resources: Common Core Companion: 178</p>

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Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	SE/TE: Whole-Class Performance Task, 132, 232, 437; Other Resources: Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone
e. Provide a concluding statement or section that follows from the argument presented.	SE/TE: from <i>A Long Way Home</i> , 428; Whole-Class Performance Tasks, 230, 436; Other Resources: Common Core Companion: 179
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/TE: from <i>Bad Boy / "I Was a Skinny Tomboy Kid,"</i> 77; from <i>My Life With the Chimpanzees</i> , 116; "A Blessing" / "Predators," 150–151; "The Importance of Imagination," 387; Whole-Class Performance Task, 130 <u>Additional Resources</u> <i>SE/TE: The Phantom Tollbooth / The Phantom Tollbooth (media), 351; from Alice's Adventures in Wonderland, 371</i>
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: "The Importance of Imagination," 387; "All About Exploration," 433; "Mission Twinpossible," 451; from <i>Tales From the Odyssey / "To the Top of Everest,"</i> 474; Whole-Class Performance Task, 129 <u>Additional Resources</u> <i>SE/TE: "Declaration of the Rights of the Child," 49; Other Resources: Common Core Companion, 184–195</i>
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: from <i>Bad Boy / "I Was a Skinny Tomboy Kid,"</i> 77; from <i>My Life With the Chimpanzees</i> , 116; "The Importance of Imagination," 387; from <i>Tales From the Odyssey / "To the Top of Everest,"</i> 475; Whole-Class Performance Task, 132
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: from <i>My Life With the Chimpanzees</i> , 116; "The Importance of Imagination," 387; Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	SE/TE: Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone
f. Provide a concluding statement or section that follows from the information or explanation presented.	SE/TE: Whole-Class Performance Task, 130; Other Resources: Common Core Companion, 190; Interactive Writing Lessons: Informative/ Explanatory Writing—Middle School: Learn More: Conclusion
3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.	SE/TE: “Hachiko,” 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356; Other Resources: Common Core Companion, 201
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: “The Fun They Had,” 247; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 33, 35–36, 353 <i>Additional Resources</i> <i>Other Resources:</i> Common Core Companion, 200
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	SE/TE: Whole-Class Performance Tasks, 34, 356; Other Resources: Common Core Companion, 201
d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.	SE/TE: “I Was a Skinny Tomboy Kid,” 75; “The Fun They Had,” 247; Whole-Class Performance Tasks, 33, 35–36, 353
e. Provide a conclusion that follows from the narrated experiences or events.	SE/TE: Whole-Class Performance Task, 354; Other Resources: Common Core Companion: 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
Production and Distribution of Writing	
<p>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.)</p>	<p>SE/TE: Whole-Class Performance Tasks, 32–36, 128–132, 228–232, 352–356, 434–438</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p>a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).</p>	<p>SE/TE: from <i>My Life With the Chimpanzees</i>, 115–116; “The Black Hole of Technology,” 221, 223; “Hachiko,” 125–126; “Teens and Technology Share a Future,” 212, 213; <i>The Phantom Tollbooth</i>, Act II, 343–344; from <i>Alice’s Adventures in Wonderland</i>, 370; Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439;</p> <p><u><i>Additional Resources</i></u> <i>SE/TE:</i> from <i>Brown Girl Dreaming</i>, 23; <i>Declaration of the Rights of the Child</i>, 48; “<i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>,” 58; from <i>Bad Boy</i>, 67; “<i>I Was a Skinny Tomboy Kid</i>,” 77; “<i>A Blessing</i>,” 143; “<i>Black Cowboy, Wild Horses</i>,” 170; “<i>Feathered Friend</i>,” 203, 204; “<i>The Black Hole of Technology</i>,” 221, 223; “<i>The Fun They Had</i>,” 246; “<i>Is Our Gain Also Our Loss?</i>,” 254; <i>The Phantom Tollbooth</i>, Act I, 311; <i>The Phantom Tollbooth (multimedia)</i>, 351; from <i>Alice’s Adventures in Wonderland</i>, 370; “<i>The Importance of Imagination</i>,” 386; “<i>Mission Twinpossible</i>,” 450; from <i>Tales From the Odyssey</i>, 461; “<i>To the Top of Everest</i>,” 473, 475; Whole-Class Performance Tasks, 35, 37, 231, 233; 437, 439; <i>Grammar Handbook</i>, R54–R60, 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>

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Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
<p>b. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).</p>	<p>SE/TE: Whole-Class Performance Tasks, 33, 34, 35–36, 132, 231–232, 353, 356, 438; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; from <i>My Life With the Chimpanzees</i>, 116; “The Fun They Had,” 247; “The Importance of Imagination,” 387; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 475; Other Resources: Common Core Companion: 178, 189, 201</p>
<p>6. Use technology, including current web-based communication platforms, 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.</p>	<p>SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; “BBC Science Club: All About Exploration,” 433; from <i>Lewis & Clark</i>, 483; Other Resources: Interactive Research Lessons: Research Writing-Middle School</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “Gallery of Calvin and Hobbes Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from <i>Alice’s Adventures in Wonderland</i>, 371; “Mission Twinpossible,” 451; <i>Other Resources:</i> Common Core Companion, 246–247, 250; Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</p>

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<p>8. When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SE/TE: “Gallery of <i>Calvin and Hobbes</i> Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from <i>Alice’s Adventures in Wonderland</i>, 371; “Mission Twinpossible,” 451</p> <p><u>Additional Resources</u> <i>SE/TE: “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,”</i> 259; from <i>Lewis & Clark</i>, 483; <i>Other Resources: Tool Kit: Research, R24-R33; Common Core Companion, 253–266; Interactive Research Lessons: Research Writing–Middle School; Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Sources and Evidence–Middle School</i></p>
<p>9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>SE/TE: “Declaration of the Rights of the Child,” 49; from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 76–77; from <i>My Life With the Chimpanzees</i>, 116; “A Blessing” / “Predators,” 150–151; “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; “The Internet of Things,” 227; <i>The Phantom Tollbooth</i> (drama) / from <i>The Phantom Tollbooth</i> (multimedia), 350–351; Performance Task, 434–439; from <i>Tales From the Odyssey / “To the Top of Everest,”</i> 474–475; from <i>Lewis & Clark</i>, 483; Other Resources: <i>Common Core Companion</i>, 267–268, 271–272</p> <p><u>Additional Resources</u> <i>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,”</i> 59; <i>Performance Task</i>, 128–133; “Black Cowboy, Wild Horses,” 171; <i>Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,</i> 259; “The Importance of Imagination,” 387; from <i>A Long Way Home</i></p>

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
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.	SE/TE: Whole-Class Performance Tasks, 32, 128, 228, 352, 434; Performance-Based Assessments, 180, 268, 396, 492 <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>
Grade 6 Speaking and Listening Standards [SL]	
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.	
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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	SE/TE: from <i>Brown Girl Dreaming</i> , 25; "Gallery of 'Calvin and Hobbes' Comics," 31; from <i>My Life With the Chimpanzees</i> , 117; "Hachiko," 127; "Is Our Gain Also Our Loss?," 255 <u><i>Additional Resources</i></u> <i>SE/TE: "Jabberwocky," 379; from A Long Way Home, 429; Other Resources: myPerspectives+: Conversations and Discussions—Middle School</i>
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE/TE: from <i>Brown Girl Dreaming</i> , 25; <i>My Life With the Chimpanzees</i> , 117; "Hachiko," 127; "Is Our Gain Also Our Loss?," 255 <i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</i>
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," 31; from <i>My Life With the Chimpanzees</i> , 117; "Monkey Master," 161; Other Resources: myPerspectives+ ELA: Conversations and Discussions - Middle School;

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>A Long Way Home</i>, 429</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</i></p> <p><u>Additional Resources</u> SE/TE: from <i>Brown Girl Dreaming</i>, 25; from <i>My Life With the Chimpanzees</i>, 117</p>
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; “The Internet of Things,” 227; from <i>A Long Way Home</i>, 429; Other Resources: Common Core Companion, 293–294</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction, in Working as a Team features which appear in the Small Group Learning Overview lessons, and in Group Discussion Tips which appear throughout the program</i></p>
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: Small-Group Performance Task, 260–261; Other Resources: myPerspectives+: Evaluating Presentations—Middle School; Common Core Companion, 297–298, 301</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)</p>	<p>SE/TE: “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485; Other Resources: Common Core Companion, 304–305, 308</p>

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
5. Include multimedia components and visual displays in presentations to clarify information.	SE/TE: “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; “Bored ... and Brilliant?”, 259; “Jabberwocky,” 379; “All About Exploration,” 433 <i>Additional Resources</i> <i>SE/TE:</i> Lewis & Clark, 483; <i>Small-Group Performance Tasks</i> , 78, 172, 261, 389, 485; <i>Other Resources: Common Core Companion</i> , 311–312
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.)	SE/TE: Small-Group Performance Tasks, 79, 173; Other Resources: Common Core Companion, 313–314, 317
Grade 6 Language Standards [L]	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
<i>Sentence Structure, Variety, and Meaning</i>	
a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.	SE/TE: <i>The Phantom Tollbooth</i> , Act II, 343–344; Whole-Class Performance Tasks, 35–37, 355–357; Other Resources: Common Core Companion Workbook, 335–336; Grammar Handbook: Classifying Sentences by Structure, R56
b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.	SE/TE: “Teens and Technology Share a Future,” 213; <i>The Phantom Tollbooth</i> , Act II, 343–344; Whole-Class Performance Tasks, 355–357; “Mission Twinpossible,” 450; from <i>Tales From the Odyssey</i> , 461; Grammar Handbook: Phrases and Clauses, R55-R56
c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. ¹⁵	SE/TE: “Teens and Technology Share a Future,” 213; <i>The Phantom Tollbooth</i> , Act II, 343–344; Whole-Class Performance Tasks, 36, 132, 232, 356, 438; “Mission Twinpossible,” 450; from <i>Tales From the Odyssey</i> , 461; Grammar Handbook: Phrases and Clauses, R55-R56

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<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; Other Resources: Common Core Companion, 331–332; myPerspectives+, Interactive Grammar Practice Lessons—Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R61–R62; Other Resources: myPerspectives+, Interactive Grammar Practice Lessons—Clauses: Adjectival</p>
b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	<p>SE/TE: “Hachiko,” 125–126 Whole-Class Performance Tasks, 357, 439; Grammar Handbook, R59–R60, R62–R63; Other Resources: Common Core Companion, 333–334</p> <p><u>Additional Resources</u> SE/TE: from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; <i>The Phantom Tollbooth (multimedia)</i>, 351; “To the Top of Everest,” 475; Whole-Class Performance Tasks, 233, 357</p>
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.	<p>SE/TE: <i>The Phantom Tollbooth</i>, Act II, 343–344; Whole-Class Performance Tasks, 35–37, 132, 232, 355–357, 437–439; Other Resources: Common Core Companion Workbook, 335–336, 337–338; Grammar Handbook: Classifying Sentences by Structure, R56</p>

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
<p>b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p>	<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 Task, 131–133; Other Resources: Common Core Companion, 329–330</p> <p><u>Additional Resources</u> SE/TE: <i>Whole-Class Performance Tasks</i>, 37, 233, 357, 439; <i>Grammar Handbook: R57–R63</i></p>
<p>Vocabulary Acquisition and Use</p>	
<p>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.</p>	
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “Predators,” 144, 146, 147; “The Fun They Had,” 238, 240, 241, 244; “Jabberwocky,” 372, 374, 376; Other Resources: Common Core Companion, 339–340</p> <p><u>Additional Resources</u> SE/TE: from <i>Bad Boy</i>, 60–63, 65; “<i>I Was a Skinny Tomboy Kid</i>,” 68, 69, 71, 73; “<i>A Blessing</i>,” 138–141; “<i>Black Cowboy, Wild Horses</i>,” 162, 166, 168; “<i>The Fun They Had</i>,” 238, 240, 241, 244; from <i>Alice’s Adventures in Wonderland</i>, 362–364, 368; “<i>The Importance of Imagination</i>,” 380–382, 384; from <i>Tales From the Odyssey</i>, 452, 454, 459; “<i>To the Top of Everest</i>,” 462–464, 471</p>

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

Massachusetts Curriculum Framework 2017 English Language Arts	myPerspectives Grade 6, ©2017
<p>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>).</p>	<p>SE/TE: Declaration of the Rights of the Child, 46; from <i>My Life With the Chimpanzees</i>, 114; "Monkey Master," 160; "Feathered Friend," 202; Other Resources: Common Core Companion, 341–342</p> <p><u>Additional Resources</u> <i>SE/TE:</i> from <i>Bad Boy</i>, 65; "Predators," 147; "Teens and Technology Share a Future," 212; "Is Our Gain Also Our Loss?," 252; <i>The Phantom Tollbooth</i>, Act II, 342; "The Importance of Imagination," 384; from <i>A Long Way Home</i>, 426; "Mission Twinpossible," 448; from <i>Tales From the Odyssey</i>, 459; "To the Top of Everest," 471</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 56; "Monkey Master," 152, 156–158, 160; "Jabberwocky," 376; "The Importance of Imagination," 384; Other Resources: Common Core Companion Workbook, 343–344</p> <p><u>Additional Resources</u> <i>SE/TE:</i> from <i>Bad Boy</i>, 65; "A Blessing," 141; "Black Cowboy, Wild Horses," 168; "Feathered Friend," 202; "The Black Hole of Technology," 220; "Mission Twinpossible," 448; from <i>Tales From the Odyssey</i>, 459; "To the Top of Everest," 471</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SE/TE: Declaration of the Rights of the Child, 43, 44; "Monkey Master," 160; <i>The Phantom Tollbooth</i>, Act II, 342; "To the Top of Everest," 471 Other Resources: Common Core Companion Workbook, 345–346</p> <p><u>Additional Resources</u> <i>SE/TE:</i> "The Fun They Had," 244</p>

**A Correlation of myPerspectives ©2017, Grade 6 to the
Massachusetts Curriculum Framework 2017 English Language Arts**

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

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<p style="text-align: center;">Massachusetts Curriculum Framework 2017 English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 6, ©2017</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>SE/TE: Unit Introductions, 5, 93; from <i>Brown Girl Dreaming</i>, 22; Gallery of <i>Calvin and Hobbes</i> Comics, 26, 30; Whole-Class Performance Tasks, 33, 34, 35–36, 132, 231–232, 353, 356, 438; from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 75, 76, 77; from <i>My Life With the Chimpanzees</i>, 116; “A Blessing,” 142; “Predators,” 149; Small-Group Performance Tasks, 172, 485; “Feathered Friend,” 204; “Teens and Technology Share a Future,” 206, 212; “The Internet of Things,” 227; “The Fun They Had,” 247; <i>The Phantom Tollbooth</i>, Act I, 290, 302; “Jabberwocky,” 376, 377; “The Importance of Imagination,” 387; from <i>A Long Way Home</i>, 427; from <i>Tales From the Odyssey</i>, 459, 475; Other Resources: Common Core Companion, 41–42, 48, 123–124, 178, 189, 201, 353–354, 304–305, 308, <i>In addition, students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p> <p><u>Additional Resources</u> <i>SE/TE: “The Internet of Things,”</i> 224, 226; “Bored ... and Brilliant?,” 256, 258; <i>The Phantom Tollbooth (media)</i>, 346, 349; “BBC Science Club: All About Exploration,” 430, 432; “Mission Twinpossible,” 444, 446, 448; <i>Lewis & Clark</i>, 476, 482; Unit Introductions: 187, 275, 403; <i>myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</i></p>