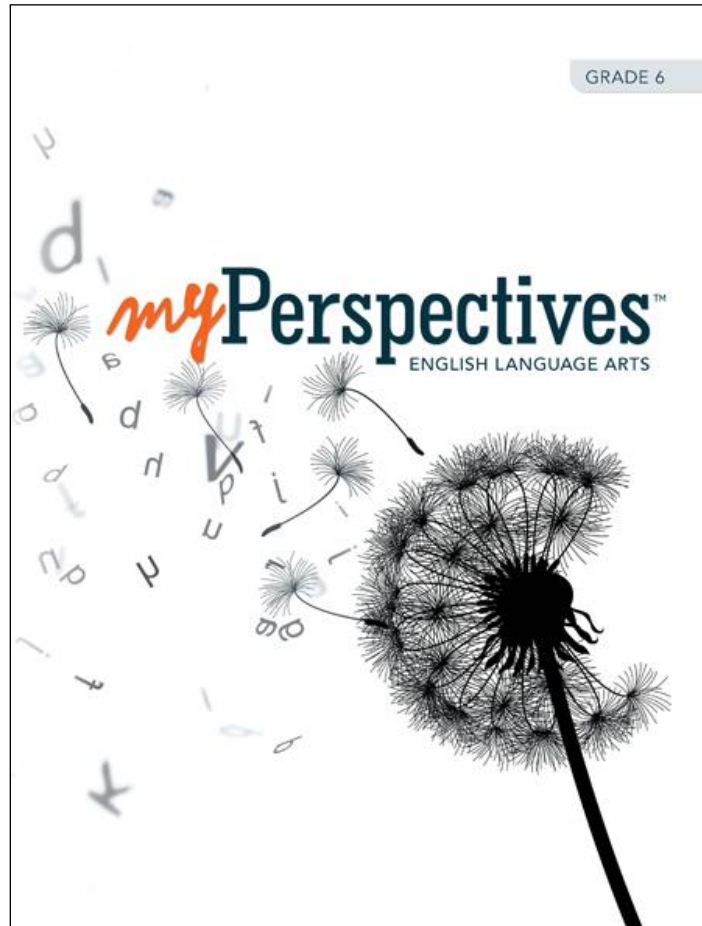


A Correlation of



Grade 6, ©2022

To the

Minnesota English Language Arts Standards 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts, ©2022* meets the objectives of **Minnesota English Language Arts Standards, 2020**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by 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.

**A Correlation of myPerspectives English Language Arts ©2022, Grade 6 to the
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Minnesota English Language Arts Standards 2020, Grade 6	myPerspectives English Language Arts Grade 6, ©2022
R: Reading	
6.1.R1: Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	
6.1.1.1: Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Greek) to decode and comprehend unfamiliar multi-syllabic words in and out of context.	SE/TE: Apply Fix-It Strategies, 101 Conventions, 203 Personalize for Learning, 373
6.1.R2: Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	
6.1.2.1: Read independently and self-monitor understanding of grade-level text and annotate learning (i.e. underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to connecting to prior knowledge, using context clues, reading ahead and looking back.	This standard is addressed throughout <i>myPerspectives Grade 6</i> . See the following pages: SE/TE: Research and Discuss, 161 First Read, 12, 68, 82, 100, 118, 138, 144, 152, 162, 176, 194, 206, 214, 238, 248, 264, 282, 312, 372, 380, 392, 410, 444, 452, 458, 478 Close Read, 15–19, 102–110, 119–120, 141, 147, 168, 177, 196–198, 207–208, 215–217, 265, 284–306, 313–338, 362, 393, 411–422, 459–460, 479 Analyze Sequence of Events, 51–54 Analyze Details, 63 Nonfiction Narrative Model, 6 Digital Perspectives, 7, 95, 189, 277, 405 Analyze Anecdotes, 249
6.1.2.2: Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.	This standard is addressed throughout <i>myPerspectives Grade 6</i> . See the following pages: SE/TE: Contents, 81, 175, 263, 391, 477 Analyze the Text, 340, 393 First Read, 12, 68, 82, 100, 118, 138, 144, 152, 162, 176, 194, 206, 214, 238, 248, 264, 282, 312, 372, 380, 392, 410, 444, 452, 458, 478 Close Read, 15–19, 102–110, 119–120, 141, 147, 168, 177, 196–198, 207–208, 215–217, 265, 284–306, 313–338, 362, 393, 411–422, 459–460, 479
6.1.2.3: Locate, select, and read texts representing various perspectives and identities from dominant, non-dominant, and marginalized social groups, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews)	SE/TE: Effective Expression, 350 Teaching, 13–19

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6.1.R3: Read and comprehend independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	
6.1.3.1: Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	For opportunities to address this standard please see: from <i>A Long Way Home</i> , 411 – 422.
6.1.R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	
6.1.4.1: Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.	SE/TE: Summary, 8, 96, 190, 278, 406 Evidence for Childhood Log, 9 Evidence for Imagination Log, 278 Close Read, 17, 19 Comprehension Check, 19, 55, 64, 72, 121, 146, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 423, 447, 454, 460 Analyze the Text, 73, 112, 200, 218, 424 Analyze the Media, 30 Writing to Sources, 49 First Read Guide, 82 Infer Key Ideas, 106, 120 Analyze Description, 195 Analyze Repetition, 215 Analyze Characterization, 364
6.1.4.2: Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.	SE/TE: Analyze Craft and Structure, 66, 201, 245, 425, 449 Analyze Conflict, 165 Analyze Theme, 338
6.1.4.3: Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.	SE/TE: Analyze Craft and Structure, 169 Examine Foreshadowing, 306
6.1.4.4: Analyze how a key individual, event, or concept is introduced, illustrated, and elaborated, in informational text.	SE/TE: Analyze Craft and Structure, 113, 123, 385 Comprehension Check, 111 Analyze the Text, 46, 112, 121, 210, 252, 455 Analyze Description, 419 Analyze Key Details, 445
6.1.R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	SE/TE: Analyze Craft and Structure, 456, 462 Close Reading, R1

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6.1.5.1: Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.	SE/TE: Analyze Craft and Structure, 123, 148, 169, 309, 369, 377 Close Read, 16 Practice, 21 Analyze the Text, 83, 177, 308, 368 Analyze Narrator, 239 Comprehension Check, 367
6.1.5.2: Analyze how a given sentence, paragraph, or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas.	SE/TE: Analyze Craft and Structure, 47, 57, 456, 462 Analyze Sequence of Events, 51 Analyze Repetition, 110 Facilitating Small Group Reading, 382 Analyze the Text, 384, 461, 479
6.1.5.3: Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts.	SE/TE: Analyze the Media, 160, 472 Media Vocabulary, 30, 160 Interpret Images, 145 Analyze Composition, 153 Analyze Color, 155, 157 Comprehension Check, 159 Analyze the Image, 467, 468, 471 First Read, 466
6.1.R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	
6.1.6.1: Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent.	For opportunities to address this standard please see: <i>Lewis and Clark</i> , 477 - 481
6.1.6.2: Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content, or style of the texts.	SE/TE: Prepare to Compare, 76, 150, 222, 464 Writing to Compare, 77
6.1.6.3: Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.	SE/TE: Prepare to Compare, 222, 464
6.1.R7: Evaluate arguments and specific claims from complex informational texts.	
6.1.7.1: Distinguish between relevant and irrelevant evidence to evaluate an author's argument.	SE/TE: Analyze Craft and Structure, 219 Prewriting, 222

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<p>6.1.R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</p>	
<p>6.1.8.1: Analyze the impact of a specific word choice, and rhythm or meter, on the meaning and tone of a story, poem, or song. (word choice analysis including, but not limited to, vocabulary, assonance, consonance, and rhyme)</p>	<p>SE/TE: Concept Vocabulary, 22, 141, 147, 168, 202, 220, 238,244, 248, 282, 310, 342, 362, 372, 374, 384, 461 Author's Style, 246, 427 Analyze Line Breaks, 13 Close Read, 15, 18 Analyze Character, 69 Analyze the Text, 141 Technical Vocabulary, 212 Analyze Craft and Structure, 142</p>
<p>6.1.8.2: Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.</p>	<p>SE/TE: Academic Vocabulary, 5, 93, 187, 275, 403 Word Study, 65, 124, 168, 202, 244, 310, 342, 376, 426, 448, 455 Concept Vocabulary, 380, 452</p>
<p>6.1.R9: Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</p>	
<p>6.1.9.1: Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.</p>	<p>SE/TE: Analyze the Media, 160 Research, 259 Digital Perspectives, 267, 371 Effective Expression, 371, 451, 473 Closer Look, 460 Consulting Print and Digital Sources, R25</p>
<p>6.1.9.2: Evaluate perspective, credibility and relevancy of sources related to task and purpose.</p>	<p>SE/TE: Analyze the Media, 160 Research, 259 Digital Perspectives, 267, 371 Effective Expression, 371, 451, 473 Closer Look, 460 Consulting Print and Digital Sources, R25</p>

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W: Writing	
6.2.W1: Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	
6.2.1.1: Use correct punctuation (including dashes, hyphens, and ellipses), spelling, capitalization, and grammar, authentically in writing.	SE/TE: Conventions, 115, 125, 213, 221, 370
6.2.1.2: Apply spelling patterns and rules to spell words with Greek word origin, authentically in writing.	SE/TE: Word Study, 202, 212
6.2.1.3: Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.	SE/TE: Conventions, 48, 58, 67, 143, 170, 221, 254, 311, 386, 437, 450, 457, 463 Revising for Correct Pronoun Use, 131
6.2.W2: Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	
6.2.2.1: Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.	SE/TE: QuickWrite, 9, 83, 97, 191, 265, 279, 393, 407 Write It, 23, 75, 149, 246, 370, 457 Write Now, 76, 150 Reflect on Your Writing, 126, 204, 428 Analyze the Media, 258 Reflect on the Unit, 271
6.2.2.2: Write to reflect how personal perspective, identity, and voice have developed over time.	SE/TE: Write to Sources, 24 Reflect on the Unit, 89, 183, 399, 485
6.2.W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	
6.2.3.1: Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.	SE/TE: Revising, 36; 132, 232, 356, 438 Editing and Proofreading, 37, 357 Review, Revise, and Edit, 77, 223, 351 Reviewing and Revising, 151, 465 Editing and Proofreading, 133, 233, 357, 349, 439 Writing to Sources, 86, 247, 387 Prewriting/Planning 33, 129, 229, 353, 435 Drafting, 34, 130, 230, 354, 436, 465 Writing to Compare, 77 Review Evidence: Nonfiction Narrative, 86 Publishing and Presenting, 357 Review Evidence for a Fictional Narrative, 395 Review Evidence for an Argument, 481

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6.2.3.2: Vary word choice, showing understanding of denotation and connotation, phrases, and sentence structures as applicable to context, to convey ideas precisely and engage intended audience.	SE/TE: Author’s Style: Voice, 35 Conventions: Combining Sentences for Variety, 355 Word Choice for Style & Tone, 437
6.2.W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	
6.2.4.1: Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.	SE/TE: Writing to Sources, 204, 268, 428, 482 Write an Argument, 228, 434 Writing to Compare, 465 Present an Argument, 474
6.2.4.2: Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.	SE/TE: Writing to Sources, 204 Write an Argument, 228–233
6.2.W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	
6.2.5.1: Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).	
6.2.5.1.a: Use precise, domain-specific vocabulary.	SE/TE: Concept Vocabulary, 244, 368, 376, 384 Writing to Sources, 344 Writing to Sources: Argument, 268 Vocabulary Development, 256
6.2.5.2: Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)	SE/TE: Writing to Sources, 204 Writing to Compare, 351
6.2.W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	
6.2.6.1: Write to create, portraying complexity in characters or self-expression in various literary forms. (e.g., complex emotions, motivations, experiences, and characters who change over time)	SE/TE: Writing to Sources: Nonfiction Narrative, 32, 86–87 Writing to Sources, 24, 126, 247, 344 Writing to Sources: Fictional Narrative, 396–397 Analyze Craft and Structure: Reflective Writing, 253 Writing a Fictional Narrative, 352
6.2.6.2: Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.	SE/TE: Writing to Sources, 24, 247, 344 Prewriting/Planning, 33, 353 Revising, 36 Writing to Sources: Fictional Narrative, 396–397 WriteNow, 369 Write It, 378

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6.2.W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	
6.2.7.1: Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.	SE/TE: Research, 19, 31, 111, 121, 140, 146, 209, 243, 307, 339, 375, 383, 423, 447, 454 Research and Discuss, 161
6.2.7.2: Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.	SE/TE: Research, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 259, 307, 339, 371, 375, 383, 423, 447, 451, 454, 460 Speaking and Listening, 127 Research and Discuss, 161
6.2.W8: Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating and understanding of the rights and obligations of using intellectual property.	
6.2.8.1: Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.	SE/TE: Prewriting/Planning, 129 Analyze the Text, 56 Speaking and Listening: Multimedia Presentation, 171, 205 Present an Explanatory Essay, 172–173 Research, 371, 451 Analyze Evidence, 225 Analyze the Media, 226 Writing to Sources, 227, 472
LSVEI: Listening, Speaking Viewing, and Exchanging Ideas	
6.3.LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	
6.3.1.1: Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own.	
6.3.1.1.a: Use tools to collaborate with others synchronously and asynchronously.	SE/TE: Working as a Team, 40, 136–137, 236–237, 360, 442–443 Speaking and Listening: Oral Presentation, 59 Speaking and Listening: Multimedia Presentation, 171 Present an Explanatory Essay, 172–173

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<p>6.3.1.1.b: Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p>	<p>SE/TE: Launch Activity, 8 Working on Group Projects, 41, 361, 443 Analyze the Text, 46, 56, 65, 73 Analyze Craft and Structure, 47 Analyze the Text, 448, 455 Speaking and Listening, 25, 117, 127 Discuss, 31 Analyze Sequence of Events, 51–54 Speaking and Listening: Oral Presentation, 59 Plan with Your Group, 78</p>
<p>6.3.1.2: Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.</p>	<p>SE/TE: Launch Activity, 8 Speaking and Listening, 25, 429 Discuss, 31 Analyze the Text, 46, 168, 244 Close Read the Text, 65, 73 Prepare to Compare, 150, 350 Share Your Independent Learning, 178, 394, 480 Working as a Team, 236–237 Analyze the Media, 472</p>
<p>6.3.1.3: Adapt speech, writing, or communications by utilizing constructive feedback from self and others.</p>	<p>SE/TE: Publishing and Presenting, 133, 151, 357 Writing to Sources, 387 Peer Review, 439</p>
<p>6.3.LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.</p>	
<p>6.3.2.1: Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.</p>	<p>SE/TE: Speaking and Listening: Oral Presentation, 88, 182, 398, 484 Speaking and Listening, 227, 345, 379, 473 Rehearse with Your Group, 261, 475 Share Your Independent Learning, 266, 394 Analyze the Text, 368, 376 Present a Fictional Narrative, 388 Present and Evaluate, 475</p>

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6.3.LSVEI 3: Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	
6.3.3.1: Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.	SE/TE: Plan with Your Group, 172–173, 260–261, 474 Analyze the Text, 46 Analyze Details, 63 Present a Nonfiction Narrative, 78 Speaking and Listening: Oral Presentation, 182, 270 Rehearse with Your Group, 261 Speaking and Listening, 379
6.3.3.2: Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.	SE/TE: Plan With Your Group, 78–79, 260, 388, 474 Research, 171, 259 Rehearse With Your Group, 79, 261, 389 Working as a Team, 360, 442 Speaking and Listening: Oral Presentation, 88 Speaking and Listening, 255 Present with Your Group, 389

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