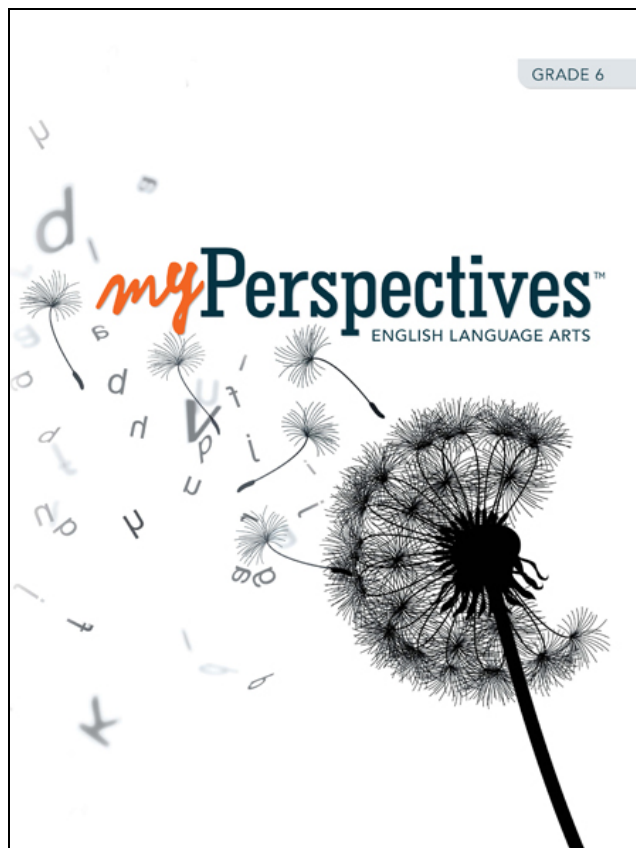


A Correlation of



Grade 6, ©2017

To the

**New York State Next Generation English
Language Arts Learning Standards
Grade 6**

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **New York State Next Generation English Language Arts Learning Standards (2017)**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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| 6th Grade English Language Arts Learning Standards | |
| 6th Grade Reading Standards (Literary and Informational Text) | |
| Key Ideas and Details | |
| <p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p> | <p>Literary Text 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><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 2-3, 9</i></p> <p>Informational Text SE/TE: from <i>My Life With the Chimpanzees</i>, 113; "The Importance of Imagination," 385; from <i>A Long Way Home</i>, 425; "Mission Twinpossible," 449; 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> SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; from <i>Bad Boy</i>, 66; "Teens and Technology Share a Future," 211; "Is Our Gain Also Our Loss?," 253; "To the Top of Everest," 472</p> |

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| <p>6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text. (RI&RL)</p> | <p>Literary Text 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><i>Additional Resources: Common Core Companion, 15–16, 22</i></p> <p>Informational Text 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><i>Additional Resources</i></u> <i>Other Resources: Common Core Companion, 103–104, 110</i></p> |
| <p>6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p> | <p>Literary Text SE/TE: "Hachiko," 123; "Black Cowboy, Wild Horses," 169; <i>The Phantom Tollbooth</i>, Act I, 308; Other Resources: Common Core Companion, 28–29, 35</p> <p>Informational Text 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><i>Additional Resources</i></u> <i>SE/TE: "Declaration of the Rights of the Child," 46; Other Resources: Common Core Companion, 116–117</i></p> |

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| Craft and Structure | |
| <p>6R4: 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 on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p> | <p>Literary Text SE/TE: from <i>Brown Girl Dreaming</i>, 22; “A Blessing,” 142; “Predators,” 149; “Jabberwocky,” 376; from <i>Tales From the Odyssey</i>, 459</p> <p><u>Additional Resources</u> <i>Other Resources:</i> <i>Common Core Companion</i>, 41–42, 48; <i>myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</i></p> <p>Informational Text SE/TE: from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 76; from <i>A Long Way Home</i>, 427; “Mission Twinpossible,” 444; Other Resources: <i>Common Core Companion</i>, 123–124</p> |
| <p>6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas. (RI)</p> | <p>Literary Text 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</p> <p><u>Additional Resources</u> <i>Other Resources:</i> <i>Common Core Companion</i>, 54–55</p> <p>Informational Text 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>A Long Way Home</i>, 425; “Mission Twinpossible,” 449</p> <p><u>Additional Resources</u> <i>Other Resources:</i> <i>Common Core Companion</i>, 130–131</p> |

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| <p>6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)</p> | <p>Literary Text SE/TE: from <i>Brown Girl Dreaming</i>, 21; <i>The Phantom Tollbooth</i>, Act I, 309; Other Resources: Common Core Companion, 61–62; myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View, 1–2 TE Only: Independent Learning: “Eleven,” 82E; from <i>The Wonderful Wizard of Oz</i>, 392A</p> <p>Informational Text 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; from <i>A Long Way Home</i>, 425 TE Only: Independent Learning: “The Boy Nobody Knew,” 82C</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 137–138</i></p> |
| <p>Integration of Knowledge and Ideas</p> | |
| <p>6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)</p> | <p>Literary Text SE/TE: from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “The Fun They Had,” 238 (TE); from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475; Other Resources: Common Core Companion, 75–76</p> <p>Informational Text 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> |

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| <p>6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)</p> | <p>Literary Text SE/TE: “Hachiko: The True Story of a Loyal Dog, 122-123; “Feathered Friend,” Effective Expression, Writing to Sources, 204; “The Fun They Had,” 245; Other Resources: Common Core Companion, 151–152</p> <p>Informational Text 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> |
| <p>6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p> | <p>Literary Text SE/TE: Effective Expression, Research, Assignment, Bill Waterson’s <i>Calvin and Hobbes</i>, 31; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; <i>The Phantom Tollbooth</i> (drama) / from <i>The Phantom Tollbooth</i> (multimedia), 350–351; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475; Other Resources: Common Core Companion, 267–268</p> <p>Informational Text SE/TE: Analyze Craft and Structure, Author’s Perspective: Argument, 211; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; “The Internet of Things,” 227; from <i>Lewis & Clark</i>, 483; Other Resources: Common Core Companion, 271–272 TE Only: “Michaela DePrince: The War Orphan Who Became a Ballerina,” Challenge, Text Analysis, 50D</p> |

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| 6th Grade Writing Standards | |
| Text Types and Purposes | |
| 6W1: Write arguments to support claims with clear reasons and relevant evidence. | SE/TE: "Teens and Technology Share a Future" / "The Black Hole of Technology," 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485 <i>Additional Resources</i> <i>SE/TE: "Feathered Friend," 204; from A Long Way Home, 428</i> |
| 6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. | 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 <i>Additional Resources</i> <i>SE/TE: "Feathered Friend," 204; from A Long Way Home, 428; Other Resources: Common Core Companion, 177–178</i> |
| 6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. | 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 |
| 6W1c: Use precise language and content-specific vocabulary to argue a claim. | SE/TE: Whole-Class Performance Tasks, 229, 232, 437; Other Resources: Common Core Companion: 178 |
| 6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | SE/TE: Whole-Class Performance Tasks, 231–232, 438; Other Resources: Common Core Companion: 178 |
| 6W1e: Provide a concluding statement or section that explains the significance of 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 |

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| 6W1f: Maintain a style and tone appropriate to the writing task. | 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 |
| 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | SE/TE: "A Blessing" / "Predators," 150–151; from <i>Alice's Adventures in Wonderland</i> , 371; "All About Exploration," 433; "Mission Twinpossible," 451; Whole-Class Performance Tasks, 128–130, 132 <u>Additional Resources</u> <i>SE/TE:</i> Declaration of the Rights of the Child," 49; from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 77; from <i>My Life With the Chimpanzees</i> , 116; from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474–475; <i>Other Resources:</i> Common Core Companion, 184–195 |
| 6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; | SE/TE: from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 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:</i> <i>The Phantom Tollbooth</i> / <i>The Phantom Tollbooth (media)</i> , 351; from <i>Alice's Adventures in Wonderland</i> , 371 |
| 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. | SE/TE: from <i>My Life With the Chimpanzees</i> , 116; "The Importance of Imagination," 387; "All About Exploration," 433; "Mission Twinpossible," 451; from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474; Whole-Class Performance Task, 129 <u>Additional Resources</u> <i>SE/TE:</i> "Declaration of the Rights of the Child," 49; <i>Other Resources:</i> Common Core Companion, 184–195 |

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| 6W2c: Use precise language and content-specific vocabulary to explain a 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 |
| 6W2d: Use appropriate transitions to create cohesion and 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 |
| 6W2e: Provide a concluding statement or section that explains the significance of the information 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 |
| 6W2f: Establish and maintain a style appropriate to the writing task. | SE/TE: Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone |
| 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing. | SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356 <u>Additional Resources</u> <i>SE/TE: Small-Group Performance Task, 388–389;</i> <i>Other Resources: Common Core Companion, 196–206</i> |
| 6W3a: Engage the reader by introducing a narrator and/or characters. | SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356 |
| 6W3b: Use narrative techniques, such as dialogue 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 <u>Additional Resources</u> <i>Other Resources: Common Core Companion, 200</i> |

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| 6W3c: Use a variety of transitional 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 |
| 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | SE/TE: “The Fun They Had,” 247; Whole-Class Performance Tasks, 33, 35–36, 353 |
| 6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | SE/TE: Whole-Class Performance Task, 354; Other Resources: Common Core Companion: 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising |
| 6W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. | SE/TE: Effective Expression, Writing to Sources, Write a Brief Poem, 24; Language Development, Author’s Style, Invented Language Write It, 378; TE Only: Personalize for Learning: Challenge, Description, 9; Strategic Support, Point of View, Role-Play, 21; English Language Support, Writing a Poem, 24; Challenge, Creating a Comic Strip, 29; Challenge, Relating to Personal Experiences, 64, 217; Challenge, Interview, 106, 335; Challenge, Media, 159; Strategic Support, Multimedia Presentation, 171; Challenge, Response, 221; Challenge, Fairy Tale Research, 307; Strategic Support, Dramatic Reading 345; Challenge, Movie Poster, 348; Challenge, Rewriting a Poem, 375; English Language Support, Dramatic Poetry Reading and Multimedia Presentation, 379; Challenge, Write a Poem, 386; Strategic Support, Writing a Script, 389; Challenge, Space Travel, 447 |

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| <p>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable.</p> | <p>SE/TE: "Declaration of the Rights of the Child," 49; from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 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</i> / "To the Top of Everest," 474–475; from <i>Lewis & Clark</i>, 483; Other Resources: Common Core Companion, 267–268, 271–272</p> <p><u>Additional Resources</u> <i>SE/TE:</i> "Michaela DePrince: The War Orphan Who Became a Ballerina," 59; Performance Task, 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>, 428–429; "Mission Twinpossible," 451</p> |
| <p>Research to Build and Present Knowledge</p> <p>6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple 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; <i>Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School</i>; <i>Interactive Research Lessons: Sources and Evidence-Middle School</i></p> |

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| <p>6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide 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,” 259; from Lewis & Clark, 483; Other Resources: 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>6th Grade Speaking and Listening</p> | |
| <p>Comprehension and Collaboration</p> | |
| <p>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> | <p>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; “Monkey Master,” 161</p> <p><u>Additional Resources</u> <i>SE/TE: “Is Our Gain Also Our Loss?,” 255; “Jabberwocky,” 379; from A Long Way Home, 429; Share Your Independent Learning: 178, 490; Small-Group Performance Task, 389; Other Resources: myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion, 286–291</i></p> |
| <p>6LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | <p>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</p> <p><u>Additional Resources</u> <i>SE/TE: “Jabberwocky,” 379; from A Long Way Home, 429; Other Resources: myPerspectives+: Conversations and Discussions—Middle School</i></p> |

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| 6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | <p>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</p> <p><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</i></p> |
| 6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | <p>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</p> |
| 6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | <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> |
| 6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study. | <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> |
| 6SL3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | <p>SE/TE: Small-Group Performance Task, 260–261; Other Resources: myPerspectives+: Evaluating Presentations—Middle School; Common Core Companion, 297–298, 301</p> |

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| Presentation of Knowledge and Ideas | |
| 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. | SE/TE: “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485; Other Resources: Common Core Companion, 304–305, 308 |
| 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. | 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; Small-Group Performance Tasks, 78, 172, 261, 389, 485; <i>Other Resources:</i> Common Core Companion, 311–312 |
| 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| 6th Grade Language Standards | |
| Conventions of Academic English/Language for Learning (See Appendix A) | |
| Knowledge of Language | |
| 6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | SE/TE: Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439 <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> |
| 6L3a: Vary sentence patterns for meaning, reader/listener interest, and style. | 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 |
| 6L3b: Maintain consistency in style and tone. | SE/TE: Whole-Class Performance Tasks, 35–37, 132, 232, 437–439; Other Resources: Common Core Companion, 337–338 |

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| Vocabulary Acquisition and Use | |
| 6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | <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; “A Blessing,” 138–141; “Predators,” 144, 146, 147; “Monkey Master,” 152, 156–158, 160</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><u>Additional Resources</u> <i>SE/TE: from Bad Boy, 60–63, 65; “I Was a Skinny Tomboy Kid,” 68, 69, 71, 73; “Black Cowboy, Wild Horses,” 162, 166, 168; “The Black Hole of Technology,” 220; “The Fun They Had,” 238, 240, 241, 244; “Is Our Gain Also Our Loss?,” 248, 250–25; from Alice’s Adventures in Wonderland, 362–364, 368; “Jabberwocky,” 372, 374, 376; “The Importance of Imagination,” 380–382, 384; “Mission Twinpossible,” 444, 446, 448; “To the Top of Everest,” 462–464, 471</i></p> |
| 6L4a: 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>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> <i>SE/TE: from Bad Boy, 60–63, 65; “I Was a Skinny Tomboy Kid,” 68, 69, 71, 73; “A Blessing,” 138–141; “Black Cowboy, Wild Horses,” 162, 166, 168; “The Fun They Had,” 238, 240, 241, 244; from Alice’s Adventures in Wonderland, 362–364, 368; “The Importance of Imagination,” 380–382, 384; from Tales From the Odyssey, 452, 454, 459; “To the Top of Everest,” 462–464, 471</i></p> |

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| <p>6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>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> SE/TE: 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>6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) 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> SE/TE: 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>6L4d: 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</p> <p>Other Resources: Common Core Companion Workbook, 345–346</p> <p><u>Additional Resources</u> SE/TE: "The Fun They Had," 244</p> |

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| 6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “I Was a Skinny Tomboy Kid,” 75–77; My Life With the Chimpanzees, 114; <i>The Phantom Tollbooth</i>, Act I, 310; from <i>Alice’s Adventures in Wonderland</i>, 368</p> <p><u>Additional Resources</u> SE/TE: “Hachiko: The True Story of a Loyal Dog,” 124; “A Blessing,” 142; “Predators,” 149; “Monkey Master,” 154; “Black Cowboy, Wild Horses,” 163; <i>The Phantom Tollbooth</i>, Act II, 316; <i>A Long Way Home</i>, 415; “Mission Twinpossible,” 444</p> |
| 6L5a: Interpret figurative language, including 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</i>, Act II, 316</p> |
| 6L5b: 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> |
| 6L5c: Distinguish among the connotations of words with similar denotations (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</i>, Act I, 310; Other Resources: Common Core Companion, 351–352</p> |

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| <p>6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>SE/TE: Gallery of <i>Calvin and Hobbes</i> Comics, 26, 30; “Teens and Technology Share a Future,” 206, 212; Unit Introductions, 5, 93; Other Resources: Common Core Companion, 353–354</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><u><i>Additional Resources</i></u> <i>SE/TE: “The Internet of Things,” 224, 226; “Bored ... and Brilliant?,” 256, 258; The Phantom Tollbooth (media), 346, 349; “BBC Science Club: All About Exploration,” 430, 432; “Mission Twinpossible,” 444, 446, 448; Lewis & Clark, 476, 482; Unit Introductions: 187, 275, 403</i></p> |