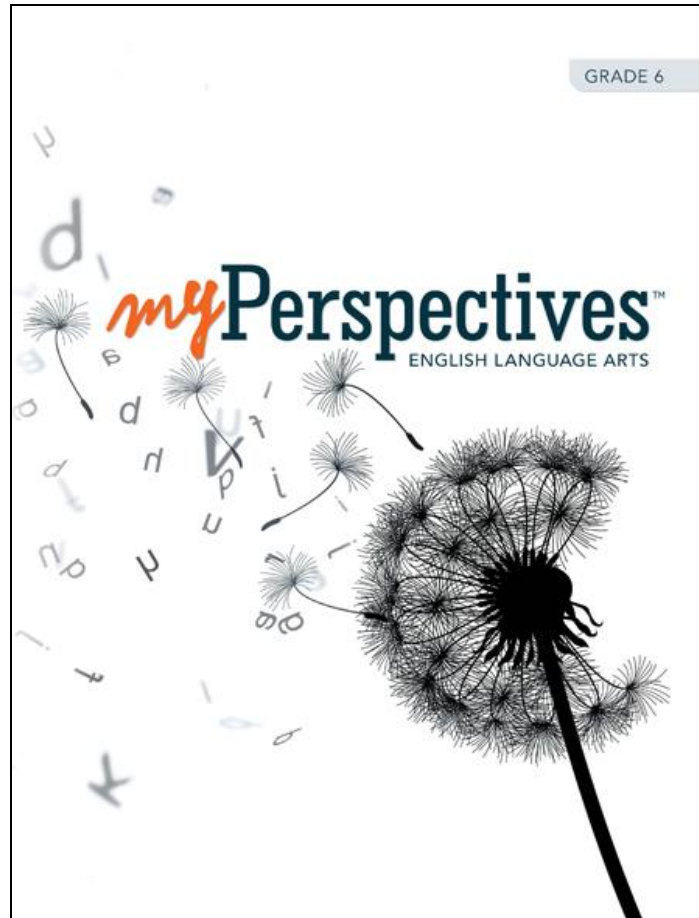


A Correlation of



Grade 6

To the

**English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool**

Grade 6

A Correlation of myPerspectives English Language Arts, Grade 6, to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 6

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **ELA/Literacy Grade-Level Instructional Materials Evaluation Tool**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title as well as digital resources.

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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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade six standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>At the 6th grade level, in <i>myPerspectives</i>, instructors can follow a clear, consistent unit - design that allows for continuous student engagement in their reading activities. Students engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text.</p> <p>See the following examples:</p> <p>SE/TE: Analyze Character, 28, 69, 289, 457; Analyze Characterization, 323, 365, 369; Analyze Key Ideas: Characterization, 123; Determine a Central Idea, 66; Central Ideas and Their Development, 425, 472; Determine the Central Idea: Make Inferences, 449; Unit Introductions (summary), 8, 96, 190, 406</p> <p>TE: Digital Perspectives, 20; English Language Support: Characterization, 164</p>

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<p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout myPerspectives, 6th grade level, short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group Learning activities.</p> <p>See the following examples:</p> <p>SE/TE: "from Brown Girl Dreaming", 13 (Memoir in Verse) "Michaela DePrince: The War Orphan Who Became a Ballerina", 51 Haichiko: The True Story of a Loyal Dog", 119 (Historical Fiction) "The Fun They Had", 239 (Short Story) "Jabberwocky from Through the Looking-Glass", 373 (Poem) "Mission Twinpossible", 445 (News Article)</p>

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<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades six through eight text complexity band with scaffolding at the high end of the range.</p>	<p>In myPerspectives, 6th grade level materials are incorporated for careful reading and provides ideas for students to utilize while reading informational or literary text of varying complexity levels. The materials for Grade 6 meet the criteria as the vast majority of anchor texts are widely read works that have been in the public eye for a length of time. The Table of Contents includes a complete listing of the multi-genre texts chosen for interest level and driven by the Essential Question. See the following examples:</p> <p>SE/TE: <i>from Brown Girl Dreaming</i>, 13-19; <i>from My Life With the Chimpanzees</i>, 101-110; <i>Teens and Technology Share the Future</i>, 207-208; <i>The Phantom Tollbooth Act I</i>, 283-308; <i>from A Long Way Home</i>, 411-422</p> <p>The "Acknowledgements and Credits" section at the conclusion of each Teacher's Guide includes copyright and permissions information for high-quality, previously published informational and literary texts myPerspectives Grade 6.</p> <p>TE: Acknowledgements and Credits, R73–R76.</p>

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<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>At the 6th grade level, in <i>my Perspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications. Academic Vocabulary is presented and then integrated into lesson activities throughout the unit.</p> <p>Students are specifically reminded to practice learning vocabulary with Work Network strategies that help students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading, as well as provide an opportunity to do a Word Study that explores roots of words to help develop students' ability to understand and use critical vocabulary words in their responses and writings.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>Concept Vocabulary</i>, Unit 1: 22; Teaching: <i>Concept Vocabulary</i>, Unit 2:114; Facilitating: <i>Concept Vocabulary, Word Study</i>, Unit 3: 244; Introduction: <i>Academic Vocabulary: Fictional Narrative, Personalize for Learning: English Language Support: Cognates</i>, Unit 4: 275; Facilitating: <i>Concept Vocabulary, Word Study</i>, Unit 5: 471</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade six standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grade six, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myPerspectives</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading. Comprehension and vocabulary activities exist for each selection in the text.</p> <ul style="list-style-type: none"> • <i>Independent Learning</i> selections, accessible via the interactive Student Edition includes challenging high-interest selections. • <i>Performance Tasks and Performance-Based Assessment</i> are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment the text. • <i>Teaching with Trade Books</i> provide students with another perspective on the topic. Trade Book lesson plans are available online in <i>MyPerspectives+</i>. • Research and Writing activities at the conclusion of selections allow students to explore individual interests.

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<p>(Continued)</p>	<p>(Continued) See the following examples:</p> <p>SE/TE: Concept Vocabulary, 22, 114 Comprehension Check, 226, 251 Analyze Craft and Structure, 74, 169, 253 Research, 171, 259, 371 Writing to Sources, 204, 344 Independent Learning, 174–176D Teaching with Trade Books, T36–T45 Performance Tasks: Write an Explanatory Essay, 128–133; Write an Argument, 228–233 Performance-Based Assessment, 86, 180, 268, 396, 482</p>
<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>At the 6th grade level, the texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author's craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity. Five units of study including Childhood, Animal Allies, Modern Technology, Imagination, and Exploration.</p> <p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, prose, functional and foundational texts and documents, folktales, myths, and traditional literature. The Table of Contents identifies the genres of each text included in the program. For a complete listing of all materials see the Table of Contents on pages T6–T15 of the Teacher's Edition.</p>

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(Continued)	(Continued) See the following examples: SE/TE: Declaration of the Rights of Child (public document), 43; from Bad Boy (memoir), 61; Hachiko: The True Story of a Loyal Dog (fiction), 119; A Blessing & Predators (poetry), 139, 145; Is Our Gain Also Our Lost? (blog post), 249; The Phantom Tollbooth (drama), 283, 313; Mission Twinpossible (magazine article), 445; <i>from</i> Lewis and Clark (graphic novel), 477
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:	
<ul style="list-style-type: none"> • Drama and poetry 	<p>Drama: SE/TE: <i>The Phantom Tollbooth Act I</i>, 283-306 (Drama) <i>The Phantom Tollbooth Act I</i>, 313–338 (Drama)</p> <p>Poetry: SE/TE: “A Blessing”, Unit 2: 139–144 (Poetry) “Predators” , Unit 2: 145–149 “Jabberwocky”, Unit 4: 373–374 (Poetry)</p>
<ul style="list-style-type: none"> • Stories that invite exploration of the treatment of themes and topics across genres 	<p>The collections of texts at the 6th grade level, <i>myPerspectives</i> are organized around central themes such as Childhood, Animal Allies, Modern Technology, Imagination, and Exploration. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity.</p> <p>See the following examples:</p> <p>SE/TE: Animal Allies “from My Life With the Chimpanzees”, 101 (Memoir) Haichiko: The True Story of a Loyal Dog”, 119 (Historical Fiction) “Black Cowboy, Wild Horses”, 163 (Short Story) Teaching with Trade Books, T38–T39</p>

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(Continued)	(Continued) SE/TE: Imagination <i>The Phantom Tollbooth Act I</i> , 283-306 (Drama) <i>The Phantom Tollbooth Act I</i> , 313–338 (Drama) “from <i>Alice’s Adventure in Wonderland</i> ”, 363 (Novel Excerpt) Teaching with Trade Books, T42–T43
1d. The range of informational texts include selections that:	
<ul style="list-style-type: none"> • Contain at least two texts on the same topic 	SE/TE: “from <i>Bad Boy</i> ”, 61 “I Was a Skinny Tomboy Kid”, 69; Writing to Compare, 76–77; “Teens and Technology”, 207 “The Black Hole of Technology”, 215 Writing to Compare, 222–223
<ul style="list-style-type: none"> • Offer varied claims, arguments, and accounts of a given topic or event 	SE/TE: Modern Technology, Launch Text: Argument Model, “That’s Not Progress” 188; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone?”, 257; Exploration Launch Text: Argument Model “What on Earth Is Left to Explore?” 404
<ul style="list-style-type: none"> • Present well-developed ideas, events, and themes 	The collections of texts at the 6 th grade level, <i>myPerspectives</i> are organized around central themes such as Childhood, Animal Allies, Modern Technology, Imagination, and Exploration. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. See the following example: SE/TE: Theme: Modern Technology Launch Text: Argument Model “That’s Not Progress” 188; “Teens and Technology Share a Future”, 207; “The Black Hole of Technology”, 215; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone?”, 257; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone?”, 257; Independent Learning 262–264D

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<ul style="list-style-type: none"> • Present information in different media or formats (such as visually or quantitatively) 	<p>SE/TE: “Gallery of Calvin and Hobbes Comics”, 27 (Media: Comic Strip) “The Internet of Things”, 225 (Media: Video) “Is Our Gain Also Our Loss?”, 249 (Media: Post) “Bored ... and Brilliant? A Challenge to Disconnect from Your Phone?”, 257 (Media: Podcast) “from The Phantom Tollbooth”, 347 (Multimedia) “BBC Science Club: All About Exploration”, 431 (Media: Video) Teaching with Trade Books, T36–T45</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition challenging high-interest selections.</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students' ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>At the 6th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required of the standards. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher's Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <ul style="list-style-type: none"> Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. <p>See the following examples (units for the Text Complexity Rubrics in the Teacher's Edition and Anchor Texts):</p> <p>TE: Unit 1: Planning: <i>Declaration of the Rights of the Child</i>, 42C; Unit 2: Planning: <i>Hachiko: The True Story of a Loyal Dog</i>, 118C; Unit 3: <i>A Blessing</i>, Unit 2: 138; <i>Feathered Friend</i>, 195-198; Unit 4: <i>The Phantom Tollbooth Act I</i>, 283-306; Unit 5: from <i>A Long Way Home</i>, 411-422</p>

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<p align="center">ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING</p>	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Texts for grade six students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author’s language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to begin comparing texts, authors, and opinions (CCSS).</i></p>	
<p>Literature and Informational Text</p>	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Citing textual evidence to support analysis of what the text says explicitly as well as inferences that can be made 	<p>SE/TE: Cite Textual Evidence, 20, 21, 46, 56, 65, 73, 74, 112, 122, 141, 147, 160, 200, 210, 211, 218, 219, 244, 252, 258, 309, 340, 341, 368, 376, 384, 424, 425, 432, 448, 455, 461, 472; Analyze the Text, 57, 66, 211, 253, 472; Draw Conclusions, 30, 112, 200; Make Inferences, 30, 200, 432; Determine the Central Idea: Make Inferences, 20, 30, 197, 199, 200, 424, 449</p> <p>TE: Conclude, 27, 28, 51, 63, 69, 101, 106, 120, 145, 153, 155, 157, 195, 215, 225, 249, 257, 431, 445; Question, 195, 215, 239, 249, 431, 467, 468, 471</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 2–3, 9</p>

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<ul style="list-style-type: none"> • Determining the central theme or idea and how it is conveyed or developed through details in the text 	<p>SE/TE: Determine Theme 74, 123, 201, 245, 460; Comparing Development of Theme, 76–77; Determine a Central Idea, 66; Central Ideas and Their Development, 425, 472; Determine the Central Idea: Make Inferences, 449</p> <p>TE: Analyze Theme, 338; Theme, 71; Main Idea, 153; Analyze Key Details, 445</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 15–16, 22</p>
<ul style="list-style-type: none"> • Objectively summarizing text 	<p>SE/TE: Writing to Sources: Objective Summary, 227; Summary, 8, 307. 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>
<ul style="list-style-type: none"> • Describing and analyzing how an individual, event, or idea is introduced and developed in an informational text, or how the plot of a story unfolds and how characters respond or change as the plot moves toward resolution 	<p>SE/TE: Development of Ideas, 57; Analyze Key Ideas: Characterization, 123; Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Dialogue in Drama, 309; Historical Fiction, 123; Analyze Characterization and Personification, 369; Notebook, 167; Analyze the Text, 168, 200; Analyze Science Fiction Writing, 245; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462</p> <p>TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317</p>

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2b. <i>Craft and Structure</i> . Questions and tasks require students to explicitly attend to the text, including, but not limited to:	
<ul style="list-style-type: none"> • Determining the meaning of words and phrase as used in the text, including figurative, connotative, and technical meanings 	<p>SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426, 452, 455, 458, 461; Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384, 459; Writing to Compare, 76; Word Choice and Mood, 427; Technical Vocabulary, 444; Analyze Word Choice: Figurative and Technical Meanings, 425; Figurative Language, 22, 74, 75, 142, 148, 150, 425; Word Study: Connotation and Denotation, 384</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 123–124</p>
<ul style="list-style-type: none"> • Analyzing an author’s word choice and determining the impact of word selection on tone and meaning 	<p>SE/TE: Analyze Elements of Poetry: Word Choice and Tone, 142; Author’s Style: Word Choice, 246; Word Study: Onomatopoeia, 141; Analyze Meaning and Tone: Sound Devices, 377</p>
<ul style="list-style-type: none"> • Analyzing how a particular sentence, paragraph, chapter, or section—or a scene or stanza in a play or poem— fits into the overall structure of a text and contributes to the development of ideas, themes, or plot 	<p>SE/TE: Development of Ideas: Structure, 47; Biographical Writing, 57; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462; Author’s Craft and Structure, 66</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 54–55, 130–131</p>

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<ul style="list-style-type: none"> • Describing the development of point of view from the perspective of the author, narrator, or character 	<p>SE/TE: Analyze Craft and Structure, 74, 201, 309, 341; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Structure, Punctuation, and Spacing in Poetry, 149; Point of View, 21; Analyze Author’s Purpose and Point of View, 113, 211, 219; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Dialogue in Drama, 309; Writing to Sources, 344</p> <p>TE only: Analyze First-Person Narrative, 101; Challenge, 221, 367, 423</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 61–62 myPerspectivesPlus ELA Grades 6–12>Reading Skills and Literary Analysis>Point of View, 1–2</p>
<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Comparing and contrasting varied authors’ presentations of an event, as well as the approaches of different forms or genres to similar themes or topics 	<p>SE/TE: Prepare to Compare, 76; Prepare to Compare, 76; Writing to Compare, 77; “The Fun They Had,” 238; “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; Writing to Compare, 223</p> <p>TE only: Writing to Compare, 474–475</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 75–76, 158–159</p>

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<ul style="list-style-type: none"> Integrating information presented in different media or formats as well as in words, and comparing and contrasting the different experiences of reading versus listening or watching 	<p>SE/TE: Analyze the Media, 30, 160, 258, 432, 472; also see: “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; <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; 350–351; Prepare to Compare, 350; Writing to Compare, 351 “Jabberwocky,” (Media Connection), 374</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 68–69, 144–145</p>
<ul style="list-style-type: none"> Tracing and evaluating an argument and text claims both supported and unsupported 	<p>SE/TE: Author’s Perspective: Argument, 211; “Persuasive Techniques, 219; Prepare to Compare, 222, 464; Writing to Compare, 223, 465; What on Earth Is Left to Explore?, 404–407</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 151–152</p>

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<p align="center">ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH</p>	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade six, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473; Performance-Based Assessment, 86, 180, 268, 396, 482</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 202 myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School>Drafting, Revising</p>
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> • Writing arguments to support claims with clear reasons and relevant evidence 	<p>SE/TE: Whole-Class Performance Task: Argument, 228–233, 434–439; Writing to Sources; Argument, 204, 428; Assessment: Argument, 268, 282; Small-Group Performance Task: Advertisement, 474–475; Writing to Compare: Opinion Essay, 465; Small-Group Performance Tasks, 260–261, 484–485; Writing to Sources: Argumentative Essay, 204; Argument, 428</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 173–183</p>

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<ul style="list-style-type: none"> • Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 	<p>SE/TE: Whole-Class Performance Task: Explanatory Essay, 128–133; Writing to Sources: Explanatory Essay, 180; Cause-And-Effect Essay, 387; Comparison-And-Contrast Essay, 387; Explanatory Essay, 116, 433; Informational Article, 49; Informative Essay, 126; Brief, 126; Objective Summary, 227; Report, 49; Writing to Compare, 151, 223; Speaking and Listening: Multimedia Presentation, 171, 255; Research: Brochure, 259; Historical Report, 371; Explanatory Report, 371; How-to Essay, 451</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 184–195</p>
<ul style="list-style-type: none"> • Writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences of events 	<p>SE/TE: <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks: Nonfiction Narrative, 32–37; Fictional Narrative, 352–357; Writing to Sources: Nonfiction Narrative in Verse, 24; Story Adaptation, 126; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Perform a Fictional Narrative, 388–389</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 196–206</p>
<p>3c. Reading materials can serve as models to explore writer’s craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level argument, informational, and narrative writing.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439</p>

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3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade six writing standards, including:	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473; Performance-Based Assessment, 86, 180, 268, 396, 482</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 202 myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School>Drafting, Revising</p>
<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach 	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 202 myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School>Drafting, Revising</p>
<ul style="list-style-type: none"> • Using technology to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills Materials should also guide the teaching of specific components of grade six writing standards 1-3 (See CCSS). 	<p>SE/TE: Whole-Class Performance Task: Publishing and Presenting, 37, 133, 233, 439; Improve Your Use of Media, 475; Multimedia Slideshow, 259; Multimedia Presentation, 205, 260–261, 379; Deliver an Informative Presentation, 172–173</p> <p>TE: Written Response, 50C; Digital Perspectives, 88, 182</p>

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3e. Materials provide opportunities and resources for students to conduct short research projects to answer a question, including:	
<ul style="list-style-type: none"> • Using several sources and refocusing the inquiry when appropriate 	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 454, 460; Research, 31, 259, 371, 451; Research and Discuss, 31, 161; Gather Evidence and Media, 682</p>
<ul style="list-style-type: none"> • Gathering relevant information from multiple print and digital sources, assessing the credibility of each source 	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 454, 460; Research, 31, 259, 371, 451; Research and Discuss, 31, 161; Gather Evidence and Media, 682</p>
<ul style="list-style-type: none"> • Quoting or paraphrasing the data and conclusions of others while avoiding plagiarism 	<p>SE/TE: Connect Across Texts, 129; Include a Works-Cited List, 171; Cite Your Sources, 371, 451; Avoiding Plagiarism, R30</p>
<ul style="list-style-type: none"> • Providing basic bibliographic information for sources 	<p>SE/TE: Conduct Research, 171; Include a Works-Cited List, 171; Conduct Research, 371; Cite Your Sources, 371; Cite Your Sources, 451; Create Your Annotations, 483</p>
<ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, or research 	<p>SE/TE: Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Writing to Compare, 76–77, 150–151, 222–223, 464–465; Writing to Sources, 39, 116, 204; Connect Across Texts, 129, 229, 435</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 267–274</p>

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ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<i>Even at the upper grades students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Extended foundational skills instruction continues at the secondary-school level and includes word analysis skills, the study of linguistic frames, syntax, structures of text, levels of meaning, and academic vocabulary for students who are not reading at grade level. Foundational skills that address the grade six standards will be described in greater depth in Alignment Criterion VII—Scaffolds and Supports.</i>	
ALIGNMENT CRITERION V: LANGUAGE	
<i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i>	
Conventions of Standard English	
5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade six are designed to help build student understanding and use of:	
<ul style="list-style-type: none"> • Pronouns (including proper cases, intensive pronouns, shifts in number and person, and addressing vague use of pronouns) 	<p>SE/TE: Conventions: Pronoun Case, 48; Reflexive and Intensive Pronouns, 58; Revising for Correct Pronoun Case, 131; Pronoun-Antecedent Agreement, 386; Subject Complements, 473; Grammar Handbook, R54</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 321–322 myPerspectivesPlus ELA Grades 6–12 >Conventions>Interactive Grammar Practice Lessons>Pronouns: Personal and Possessive</p>
<ul style="list-style-type: none"> • Variations from standard English 	<p>SE/TE: Use a Formal Style, 132, 232; Word Choice and Tone, 149; Standard English, Invented Language, and Syntax, 378; Choose Accurate Words, 437</p> <p>TE: Formal vs. Informal English, 241</p>

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<ul style="list-style-type: none"> • Correct spelling 	<p>SE/TE: Writing to Compare, 77, 151; Conventions: Spelling and Capitalization, 125; Whole-Class Performance Task, 133; Editing and Proofreading, 439; Grammar Handbook, R62–R63</p> <p>TE: Editing and Proofreading, 223;</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 333–334</p>
<ul style="list-style-type: none"> • Punctuation (such as commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements 	<p>SE/TE: Conventions: Using Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221; Grammar Handbook, R61–R62</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 331–332 myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p>
Knowledge of Language	
5b. The materials support instruction on:	
<ul style="list-style-type: none"> • Varying sentence patterns to impact meaning when writing, speaking, and listening 	<p>SE/TE: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35; Revising, 36</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 335–336</p>

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<ul style="list-style-type: none"> • Maintaining consistency in style and tone 	<p>SE/TE: Writing to Sources, 204; Using a Formal Style, 132; Maintain Style and Tone, 438; Writing to Compare, 465; Small-Group Performance Task, 475</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 337–338</p>
Vocabulary Acquisition and Use	
5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:	
<ul style="list-style-type: none"> • Interpreting figures of speech 	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316, 425; Simile, 154, 415</p> <p>TE: Figurative Language, 145, 163, 219, 316</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 347–348</p>
<ul style="list-style-type: none"> • Using relationships between words to better understand their meanings 	<p>SE/TE: Word Study: Synonyms and Antonyms, 56; Word Study, 368; Standard English, Invented Language, and Syntax, 378; Author’s Style: Analogies, 427; Concept Vocabulary, 114, 138, 202, 238, 310, 362, 372, 380, 458; Academic Vocabulary, 275; Technical Vocabulary, 444, 446, 448</p> <p>TE: Vocabulary Development, 297; Personalize for Learning, 298, 311</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 349–350</p>

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<ul style="list-style-type: none"> • Distinguishing among the connotations of words with similar meanings 	<p>SE/TE: Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 149, 219; Author’s Style: Word Choice, 246; Figurative and Technical Meanings, 425; Synonyms and Antonyms, 56; Denotation and Nuance, 310</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 351–352</p>
<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316, 425; Simile, 154, 415; Concept Vocabulary, 114, 138, 202, 238, 310, 362, 372, 380, 458; Academic Vocabulary, 275; Technical Vocabulary, 444, 446, 448</p> <p>TE: Figurative Language, 145, 163, 219, 316; Vocabulary Development, 297; Personalize for Learning, 298, 311</p>
<p>ALIGNMENT CRITERION VI: SPEAKING AND LISTENING</p>	
<p><i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for college- and career-readiness, as outlined in the standards (see IMET). If grade six students are able to listen objectively to others, evaluate what they are learning, refine their opinions based on their reflections and voice their own confusion/misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to varied opinions, and must learn how to determine the validity of evidence provided by others as well as to provide evidence for their own choices and opinions (CCSS).</i></p>	
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:</p>	
<ul style="list-style-type: none"> • Prepare for a collaborative discussion where text is cited to support ideas, explicitly drawing on that preparation by referring to evidence on the topic 	<p>SE/TE: Debate, 25, 190, 278, 406; Research and Discuss, 31; Prepare for Discussion, 76; Whole-Group Discussion, 117; Research, 259; Dramatic Reading, 345; Speaking and Listening, 379, 429, Writing to Sources, 433; Small-Group Performance Task: 261, 388–389; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Speaking and Listening>Conversations and Discussions—Middle School</p>

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<ul style="list-style-type: none"> • Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles 	<p>SE/TE: Speaking and Listening: Partner Discussion, 127; Poetry Reading – Project Plan, 379; Plan the Project, 259; Assign Roles, 345; Small-Group Performance Task: Present a Fictional Narrative, 388–389; Reflect and Discuss, 429</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>
<ul style="list-style-type: none"> • Demonstrate an understanding of multiple perspectives 	<p>SE/TE: Debate, 25; Research: Class Discussion, 31; Prepare to Compare, 76, 351; Small-Group Performance Task: 261; Reflect and Discuss, 429</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</i></p>
<ul style="list-style-type: none"> • Interpret information presented in diverse media 	<p>SE/TE: Analyze the Media, 30, 160, 226, 258, 349, 433, 472; Small-Group Performance Task: Present an Explanatory Essay, 172–173; Oral Presentation, 227; Multimedia Presentation, 171, 205, 255, 172, 379; Prepare for Discussion, 351; Annotated Map, 429; Theatrical Performance, 473</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 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>

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<ul style="list-style-type: none"> Evaluate the validity of a speaker’s claim 	<p>SE/TE: Multimedia Presentation, 255; Present an Argument, 260–261, 474–475; Prepare to Compare, 464</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 297–298, 301 myPerspectivesPlus ELA Grades 6–12>Speaking and Listening>Evaluating Presentations— Middle School</p>
<ul style="list-style-type: none"> Pose and respond to specific questions 	<p>SE/TE: Debate, 25, 190, 278, 406; Research: Class Discussion, 31; Whole-Group Discussion, 117; Present and Discuss, 259; Small-Group Performance Task, 261; Reflect and Discuss, 429</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Speaking and Listening>Conversations and Discussions - Middle School</p>
<ul style="list-style-type: none"> Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 78–79; Present an Explanatory Essay, 172–173; Present an Argument, 260–261, 474–475; Present a Fictional Narrative, 388–389; Speaking and Listening, 25, 59, 117, 127, 171, 205, 255, 345, 379, 429, 433, 473; Performance-Based Assessment: Oral Presentation, 88, 182, 270, 398, 484; Small-Group Performance Task: 79, 173, 261, 389; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 313–314, 317</p>

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6b. <i>Presentation of Knowledge and Ideas</i> . Materials provide a language framework for student planning of effective presentations, focusing on:	
<ul style="list-style-type: none"> • How to present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 78–79; Present an Explanatory Essay, 172–173; Present an Argument, 260–261, 474–475; Present a Fictional Narrative, 388–389; Assessment: Oral Presentation, 88, 182, 270, 398, 484; Debate, 25, 190, 278, 406; Multimedia Presentation, 171, 205, 255, 172, 379; Oral Report, 227; Theatrical Performance, 473; Dramatic Reading, 345; Oral Presentation, 59</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 304–305, 308</p>
<ul style="list-style-type: none"> • How to use multimedia components and visual displays 	<p>SE/TE: Multimedia Presentation, 171, 205, 255, 379; Research: Multimedia Slideshow, 259; Small-Group Performance Task: 78–79, 172–173, 260–261, 388–389, 474–475; Oral Report, 227; Annotated Map, 429</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 311–312</p>
<ul style="list-style-type: none"> • How to adapt speech to a variety of contexts and tasks 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 78–79; Present an Explanatory Essay, 172–173; Present an Argument, 260–261, 474–475; Present a Fictional Narrative, 388–389; Speaking and Listening, 25, 59, 117, 127, 171, 205, 255, 345, 379, 429, 433, 473; Performance-Based Assessment: Oral Presentation, 88, 182, 270, 398, 484; Small-Group Performance Task: 79, 173, 261, 389; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 313–314, 317</p>

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ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	
<i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of all grade six students, the materials must include supports for students to comprehend texts at the grades six through eight complexity band as required. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i>	
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:	
• Academic language	SE/TE: Unit Opener: Academic Vocabulary, 5, 93, 187, 275, 403 Academic Vocabulary (examples), 120, 180, 228, 268, 352, 434, 492
• Linguistic frames	SE/TE: Sentence Frames, 475 TE: Sentence Frames, 130
• Repeated grammatical structures and language	SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Vocabulary and Conventions Connection, 24, 116, 126, 204, 344, 428; Language Development: Conventions, 131, 231, 355, 437; Handbook R54–R63
7b. The materials include student supports such as:	
• Multiple digital and media versions of texts	SE/TE: <i>The Phantom Tollbooth Act I</i> , 283-306 (Drama) <i>The Phantom Tollbooth Act I</i> , 313–338 (Drama) <i>"from The Phantom Tollbooth"</i> , 347 (Multimedia)
• Illustrations	SE/TE: Illustrations, 283, 288, 295, 300–301, 313, 318, 328, 337 Graphic Novel, 477–481; Analyze the Image, 477, 478, 481

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<ul style="list-style-type: none"> • Graphs and charts 	<p>SE/TE: Charts (examples), 10, 33, 49, 57, 98, 149, 187, 222</p>
<ul style="list-style-type: none"> • Maps and photographs 	<p>SE/TE: Maps, 414; Speaking and Listening: Annotate Map, 429</p> <p>TE: Cross-Curricular Perspectives: Social Studies (Create a Map), 412</p> <p>Photographs Photographs (examples), 51, 145, 155, 188, 195, 215, 239</p>
<ul style="list-style-type: none"> • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the Closer Look questions, in which students explore the content of the selections. First Read charts highlight strategies student can use for comprehension.</p> <p>First Read, 50, 60, 238, 362, 410, 444, 452, 458; Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Closer Look: Analyze Sequence of Events, 51</p>

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<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The Teacher’s Edition has everything need for planning and instruction. Grade 6 includes a Teacher Edition that include explicit instructional directions with clear goals and objectives.</p> <p>At the 6th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples:</p> <p>Teaching: <i>Comprehension Check</i>, 19, 211 Standards Support Through Teaching and Learning Cycle, 12D, 118D, 312D Standards, 37, 112, 308, 349, 429</p> <p>Tradebook Lesson Plans in <i>myPerspectives Plus</i>, include assessments that accompany lessons associated with tradebook titles. In addition, <i>myPerspectives Plus</i>, includes the <i>myPerspectives Professional Development</i> that brings together the art and science of teaching with innovative professional suggestions to help teachers reimagine their craft.</p>

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<p>• Strategies to gradually increase difficulty as students' comprehension skills strengthen</p>	<p>At the 6th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Facilitating: <i>from Alice's Adventures in Wonderland</i>, 362-363; Teaching: <i>from A Long Way Home</i>, 412-413</p> <p>The digital resources in <i>myPerspectives Plus</i>, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level.</p>
<p>• Strategies to support student acquisition of knowledge supporting specific common core standards</p>	<p>Activities throughout the Teacher's Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myPerspectives</i> fulfilling the common core standards see Alignment Criterion II-VI of this document.</p>

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<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myPerspectives</i> creates opportunities for student success with the Whole-Class and Small-Group Learning activities. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>See the following examples:</p> <p>TE: Planning, 60A–60D, 206A–206D, 362A–362D; Teaching with Trade Books, T36–T45; Whole-Class Learning, 100A–118, 282A–345; Small-Group Learning, 138A–151, 362A–371; Independent Learning, 174–176D, 390–392D; Performance Task: Present a Nonfiction Narrative, 78–79; Write an Explanatory Essay, 128–133; Performance-Based Assessment, 86, 180, 268, 396, 482</p>
<ul style="list-style-type: none"> • Clear guidance for documenting student progress toward meeting grade-level standards 	<p>Pearson's <i>myPerspectives</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formal and informal assessments are offered for each selection in the program. Teacher Edition side-notes include Close Read and Closer Look activities allowing immediate assessment opportunities. Personalize for Learning allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, Spelling, and Writing activities. Performance Tasks</p> <p>Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text. Formal assessments include a Beginning-of-Year Test, Mid-Year Test, End-of Year Test, Selection Tests, and Unit Tests.</p>

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<p>(Continued)</p>	<p>(Continued) See the following examples:</p> <p>TE: Close Read, 296, 299, 413; Closer Look, 153, 412; Performance Tasks, 228–233; Writing to Sources, 116, 344; Personalize for Learning, 145, 159, 298</p>
<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myPerspectives</i> is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. <i>myPerspectives</i> Digital includes the interactive edition, audio editions, videos, and assessments. The Pearson BouncePages App allow students access audio, video, and multimedia selections through their mobile device.</p> <p><i>myPerspectives+</i> includes hundreds of additional teacher resources instructors can use to customize your lessons. Interactive lessons, grammar tutorials, digital novels, and more are student-facing to allow students to work independently.</p> <p>See the following examples:</p> <p>TE: Overview of the Interactive Student Edition, T18–T19; Resources for Flexibility, T32–T33 “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone?”, 257 (Media: Podcast) “from The Phantom Tollbooth”, 347 (Multimedia) “BBC Science Club: All About Exploration”, 431 (Media: Video) Teaching with Trade Books, T36–T45</p>

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<p>7e. The materials include assessments along with:</p>	
<ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myPerspectives</i> includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Performance-Based Assessment</i> allows students to demonstrate their learning by pulling together the content knowledge, process skills, and learning. • <i>Beginning-of-Year Test</i> determine each students' starting profile allowing teachers to plan which standards need focus. • <i>Unit Tests</i> allow students to apply standards taught in the unit with new texts. These tests provide an opportunity to remediate. • <i>Mid-Year Test</i> monitor student progress on skills and standards taught in the first half of the year. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment allows teachers to edit/add questions to an existing test or build an original test. Reports gather and track usage and students' growth on grade-level standards and skill.</p> <p>Assessment Overview, T24–T26 Performance-Based Assessment, 86, 180, 268, 396, 482</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>SE/TE: At the end of each unit in <i>myPerspectives</i> Grade 6, students can demonstrate understanding of acquired knowledge through performance based activities called Performance Tasks. Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text.</p> <p>See the following examples:</p> <p>Performance Task: Writing Focus: Write a Nonfiction Narrative, 32–37; Write Fictional Narrative, 352–357; Write an Argument, 434–439</p> <p>Performance Task: Speaking and Listening Focus: Present a Nonfiction Narrative, 78–79; Present an Explanatory Essay, 172–173</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myPerspectives</i> offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group learning.</p> <p>Teaching with Trade Books provide students with another perspective on the topic. Trade Book lesson plans are available online in MyPerspectivesPlus.</p> <p>See the following examples:</p> <p>TE: Teaching with Trade Books, T36–T45; Whole-Class Learning, 100A–118, 282A–345; Small-Group Learning, 138A–151, 362A–371; Independent Learning, 174–176D, 390–392D</p>

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<ul style="list-style-type: none"> • Reading selections and questions that progress in a logical sequence for gradual release2 	<p>At the 6th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>from Brown Girls Dreaming</i>, 12-22; Teaching: <i>Hachiko: The True Story of a Loyal Dog</i>, 118-120; Facilitating: <i>Is Our Gain Also Our Loss</i>, 248-249</p>

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<ul style="list-style-type: none"> • Enrichment tasks for students who are on target for meeting grade-level expectations 	<p>At the 6th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning: Challenge activities at the bottom of various lesson pages that encourage students to go beyond the text and explore new avenues of study. The Planning pages for each selection includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Decide and Plan section includes Challenge lessons that provide students activities that can go beyond a simple interpretation of the text.</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p> <p>See the following examples in the Teacher's Edition: Decide and Plan, 12C, 50C, 362C Personalize for Learning: Challenge, 29, 55, 367, 375</p> <p>The digital resources in myPerspectivesPlus, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level. This material includes interactive activities that allow students to engage in responses to evidence gathering, drawing conclusions or making inferences, create arguments using text as supporting evidence, and answering and generating questions that call for critical thinking, as well clue searching within the text. These items allow students to delve deeper within the text as they read and think about what they are reading. These materials are offered in more than one language. Grade 6 Editions are available for Teachers and students.</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>English Learner/High Interest Support>Sleuth</p>

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<ul style="list-style-type: none"> • Steps to take when evidence suggests that students are starting to fall behind 	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myPerspectives</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>At the 6th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning activities that provide students opportunities to work with each unit topic, assisting students through and with writing, parts of speech and cultural context. <i>myPerspectives</i> provides ELL Language Support throughout lessons to assist students who do not speak English as a first language. Learning strategies are noted and suggested at the bottom of various lesson pages for reference, specifically noting ways for students to grasp language that may be content specific or unfamiliar to them as they read the text.</p> <p>Helpful strategies are provided within each text to support teachers as they delve into the lessons. These strategies include:</p> <p>Personalize for Learning: English Language Support: Practicing with Nouns and Pronouns, 48; Reviewing Video, 227; Sentence Starters, 493 Personalize for Learning: Strategic Support: Identify Key Ideas, 429</p> <p>The digital resources in <i>myPerspectives Plus</i>, include contain a supply of various materials that can engage English Language Learners.</p> <p>Reading activities call QReads engage reading, listening, and writing skills with a structure that allows for progression from one level to another; these activities can assist teachers as they work with students to effectively acquire their reading skills.</p>

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