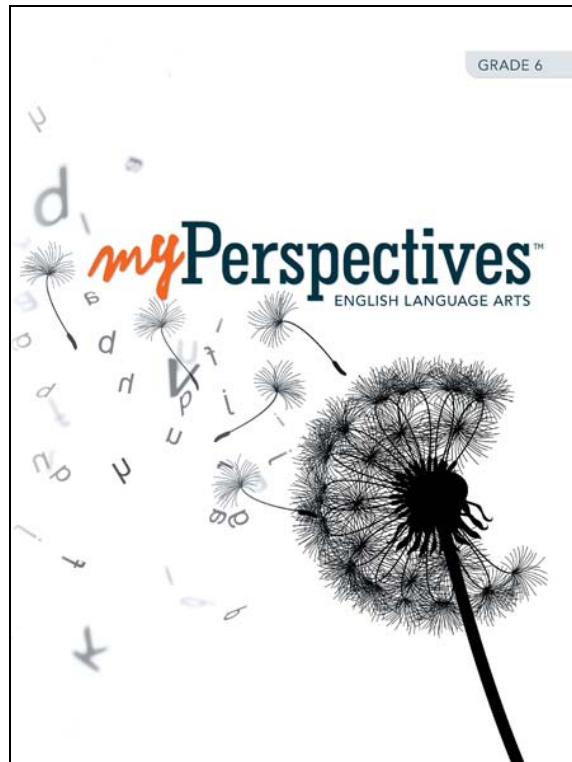


A Correlation of



Grade 6, © 2017

To the

**Pennsylvania Core Standards
English Language Arts
Grade 6**

A Correlation of myPerspectives ©2017, Grade 6 to the Pennsylvania Core Standards English Language Arts

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Pennsylvania Core Standards English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or 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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**A Correlation of myPerspectives ©2017, Grade 6 to the
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Grade 6	
1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details - Main Idea	
<p>CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.B-K.1.1.2</p>	<p>SE/TE: Determine a Central Idea, 66; Writing to Sources: Objective Summary, 227; Analyze Author’s Influence, 385; The Importance of Imagination: 385; Determine the Central Idea: Make Inferences, 449</p> <p>TE only: Small Group Close Reading, 62; Analyze Details, 63; Main Idea, 153; Analyze Key Details, 445</p>
Key Ideas and Details - Text Analysis	
<p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>E06.B-K.1.1.1</p>	<p>SE/TE: Cite Textual Evidence 46, 56, 65, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448, 455, 461, 472; Draw Conclusions, 30, 112, 200; Make Inferences, 30, 200, 432; Determine the Central Idea: Make Inferences, 449; Conclude, 415, 417, 420, 421</p> <p>TE only: Conclude, 27, 28, 51, 101, 106, 153, 155, 157, 195, 215, 225, 249, 257, 431, 445; Question, 195, 215, 239, 249, 431</p>
<p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>E06.B-K.1.1.3</p>	<p>SE/TE: Development of Ideas, 57; Analyze Key Ideas: Characterization, 123; Development of Ideas: Reflective Writing, 253; Analyze Author’s Influences, 385; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462</p> <p>TE: only: Analyze Sequence of Events, 51</p>

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Craft and Structure - Point of View	
CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1	SE/TE: Brown Girl Dreaming: 21; Analyze Author’s Purpose and Point of View, 113, 211, 219; Preparing for Discussion, 222; Writing to Compare, 223 TE only: Analyze First-Person Narrative, 101; Analyze Persuasive Techniques, 208; Challenge, 221
Craft and Structure - Text Structure	
CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2	SE/TE: Development of Ideas: Structure, 47; 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
Craft and Structure - Vocabulary	
CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.B-V.4.1.1 E06.B-V.4.1.2	SE/TE: Determine Author’s Purpose and Point of View, 211, 219; The Black Hole of Technology: 219; Analyze Word Choice: Figurative and Technical Meanings, 425; Concept Vocabulary (informational), 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
Integration of Knowledge and Ideas - Diverse Media	
CC.1.2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	SE/TE: Analyze the Media, 30, 160, 258, 432, 472
Integration of Knowledge and Ideas - Evaluating Arguments	
CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1	SE/TE: Prepare to Compare, 222, 464; Writing to Compare, 223, 465; What on Earth Is Left to Explore?, 404–407
Integration of Knowledge and Ideas - Analysis Across Texts	
CC.1.2.6.I Examine how two authors present similar information in different types of text. E06.B-C.3.1.2	SE/TE: Blog Post: “Teens and Technology Share a Future” 206–213; “The Black Hole of Technology” 214–221; Prepare to Compare, 222; Writing to Compare, 223

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Vocabulary Acquisition and Use	
<p>CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p>SE/TE: Determine Author’s Purpose and Point of View, 211, 219; The Black Hole of Technology: 219; Analyze Word Choice: Figurative and Technical Meanings, 425; Concept Vocabulary, 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; Writing to Sources, 126; Writing to Compare, 151 TE only: Domain-Specific Vocabulary, 154, 189, 212, 224, 349</p>
<p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E06.B-V.4.1.1</p>	<p>SE/TE: Multiple-Meaning Words, 168, 220, 452, 461; Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 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 TE only: Multiple-Meaning Words, 420; Vocabulary Development, 459</p>
Range of Reading	
<p>CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>SE/TE: First-Read Guide: 82, 176, 264, 392, 478; Close-Read Guide: 83, 177, 265, 393, 479; My</p> <p><u>Literary nonfiction and informational text selections include the following:</u> Brown Girl Dreaming: 12; Declaration of the Rights of the Child: 42; Michaela DePrince: The War Orphan Who Became a Ballerina: 50; Bad Boy: 60, Life With the Chimpanzees: 100; Hachiko, Japan’s Most Famous Dog: 118; Teens and Technology Share a Future: 206; The Black Hole of Technology: 214; Is Our Gain Also Our Loss?: 248; The Importance of Imagination: 380; A Long Way Home: 410; Mission Twinpossible: 444; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 452; Should Polar Tourism Be Allowed?: 458</p>

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1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
Key Ideas and Details - Theme	
CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.2	SE/TE: Determine Theme 74, 201; Comparing Development of Theme, 76–77; Analyze Science Fiction Writing, 245; Writing to Sources, 204; Summary, 8 TE only: Author’s Perspective, 22; Analyze Theme, 338; Analyze Details, 63; Theme, 71; Challenge, 140; Small-Group Learning, 144, 363; Conclude, 313; Analyze Theme, 338
Key Ideas and Details - Text Analysis	
CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.1	SE/TE: Cite Textual Evidence 20, 21, 73, 141, 147, 168, 244, 308, 309, 340, 341, 368, 376; Conclude, 283, 284, 288, 291, 292, 294, 296, 299, 301, 302, 304, 314, 315, 317, 319, 321, 325, 327, 330, 332, 333, 334, 335, 336; Make Inferences, 20, 197, 199, 424 TE only: Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419, 467, 468, 471; Question, 165, 289, 306, 313, 329, 333, 338, 364, 373, 419, 422, 471
Key Ideas and Details - Literary Elements	
CC.1.3.6.C Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-K.1.1.3	SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Dialogue in Drama, 309; Analyze Characterization and Personification, 369; Notebook, 167; Analyze the Text, 168, 200; Analyze Science Fiction Writing, 245; TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317

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Craft and Structure - Point of View	
<p>CC.1.3.6.D Determine an author’s purpose in a text and explain how it is conveyed in a text.</p> <p>E06.A-C.2.1.1</p>	<p>SE/TE: Determine Point of View, 21; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Dialogue in Drama, 309; Writing to Sources, 344</p> <p>TE only: Challenge, 367, 423</p>
Craft and Structure - Text Structure	
<p>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>E06.A-C.2.1.2</p>	<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; Analyze Science Fiction Writing, 245</p>
Craft and Structure - Vocabulary	
<p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 425; 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; Metaphor, 207; Personification, 369; Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 148; also see: 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</p>
Integration of Knowledge and Ideas - Sources of Information	
<p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p>	<p>SE/TE: The Phantom Tollbooth (text and video): Prepare to Compare, 350; Writing to Compare, 351</p>

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Integration of Knowledge and Ideas	
<p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p> <p>E06.A-C.3.1.1</p>	<p>SE/TE: Prepare to Compare, 76; Writing to Compare, 77; also see: Close Read to Text, 65, 73</p>
Vocabulary Acquisition and Use	
<p>CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E06.A-V.4.1.1</p>	<p>SE/TE: 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; Figurative Language, 22, 74, 75, 142, 148, 150, 425; 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>
<p>CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p>SE/TE: Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384</p>

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Range of Reading	
<p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>SE/TE: First-Read Guide: 82, 176, 264, 392, 478; Close-Read Guide: 83, 177, 265, 393, 479</p> <p><u>Literary fiction selections include the following:</u> I Was a Skinny Tomboy Kid: 68; A Blessing: 138; Predators: 144; Black Cowboy, Wild Horses: 162; Feathered Friend: 194; The Fun They Had: 238; The Phantom Tollbooth, Act I: 282; The Phantom Tollbooth, Act II: 312; Alice’s Adventures in Wonderland: 362; Jabberwocky: 372</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T36–T45 (includes titles such as: The Secret Garden, The Jungle Book, A Wrinkle in Time, The Sword and the Circle)</p>
<p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
Informative/ Explanatory	
<p>CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	<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>

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Informative/Explanatory - Focus	
<p>CC.1.4.6.B Identify and introduce the topic for the intended audience.</p> <p>E06.C.1.2.1 E06.E.1.1.1</p>	<p>SE/TE: Writing to Compare: Compare-and-Contrast Essay, 77; Explanatory Essay, 116, Prewriting/Planning, 129; Draft, 223; 351; Plan the Project, 387; Organize Your Information, 451</p>
Informative/Explanatory - Content	
<p>CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>E06.C.1.2.2 E06.E.1.1.2</p>	<p>SE/TE: Writing to Compare: Compare-and-Contrast Essay, 77; Writing to Sources: Explanatory Essay, 116; Hachiko, Japan's Informative Essay, 126; Gather Evidence From Sources, 129; Writing to Compare, 223, 351; Write You Essay, 387; Explanatory Essay, 433; Organize Your Information, 451; Speaking and Listening: Multimedia Presentation, 171, 255; Research: Brochure, 259</p>
Informative/Explanatory - Organization	
<p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p>SE/TE: Writing to Compare: Compare-and-Contrast Essay, 77; Writing to Sources: Explanatory Essay, 116; Hachiko, Japan's Informative Essay, 126; Gather Evidence From Sources, 129; Writing to Compare, 223, 351; Write You Essay (comparison/contrast and cause/effect), 387; Explanatory Essay, 433; Organize Your Information, 451</p>

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Informative/Explanatory - Style	
<p>CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E06.C.1.2.4 E06.C.1.2.5 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5</p>	<p>SE/TE: Writing to Sources: Explanatory Essay, 116; Why These Words, 126; Whole-Class Performance Task: 132; Writing to Compare, 151; Writing to Compare, 351; Organize Your Information, 451; Evidence and Elaboration, 132; Write Your Essay, 387; Writing to Sources: Explanatory Essay, 433; also see: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35</p>
Informative/Explanatory - Conventions of Language	
<p>CC.1.4.6.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p>SE/TE: Performance Task: Editing/ Proofreading, 133; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 450, 457, 463; Handbook R52–R60</p>

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Opinion/Argumentative	
CC.1.4.6.G Write arguments to support claims.	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
Opinion/Argumentative - Focus	
CC.1.4.6.H Introduce and state an opinion on a topic. E06.C.1.1.1 E06.E.1.1.1	SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Prewriting/Planning, 229, 435; Revising, 438; Small-Group Performance Task: Plan with Your Group, 260; Drafting Your Argument, 465
Opinion/Argumentative - Content	
CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2 E06.E.1.1.2	SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Prewriting/Planning, 229, 435; Revising, 232; Small-Group Performance Task: Plan with Your Group, 260, 474; Drafting Your Argument, 465
Opinion/Argumentative - Organization	
CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6	SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Prewriting/Planning, 229, 435; Revising, 232; Small-Group Performance Task: Plan with Your Group, 260, 474; Drafting Your Argument, 465

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Opinion/Argumentative - Style	
<p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E06.C.1.1.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5</p>	<p>SE/TE: Writing to Sources; Argument, 204, 428; Drafting Your Argument, 465; Revising, 438; Create Cohesion: Transitions, 231; Whole-Class Performance Task: Drafting, 230, 436; also see: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35</p>
Opinion/Argumentative - Conventions of Language	
<p>CC.1.4.6.L Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p>SE/TE: Performance Task: Editing/ Proofreading, 233, 439; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 450, 457, 463; Handbook R52–R60</p>

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Narrative	
<p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p>	<p>SE/TE: Whole-Class Performance Task: Narrative Nonfiction, 32–37; Fictional Narrative, 352–357, 396–397; Small-Group Performance Task: Fictional Narrative, 388–389; Write It: Diary Entry, 370; Writing to Sources: Nonfiction Narrative in Verse, 24; Flashback, 247; Narrative Retelling, 344</p>
Narrative Focus	
<p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>E06.C.1.3.1</p>	<p>SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Drafting, 34; Drafting, 354; Revising, 356; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389</p>
Narrative Content	
<p>CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E06.C.1.3.2 E06.C.1.3.4</p>	<p>SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Prewriting/Planning, 33; Prewriting and Planning, 353; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389</p>
Narrative Organization	
<p>CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p> <p>E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5</p>	<p>SE/TE: Whole-Class Performance Task: Drafting, 34; Revising, 356; Whole-Class Performance Task: Narrative Writing: Drafting, 354; Language Development & Purpose and Organization, 36; Nonfiction Narrative in Verse, 24; Prewriting and Planning, 353</p>

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Narrative Style	
<p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice. <p>E06.C.1.3.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4</p>	<p>SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: 35; Language Development, 36; Prewriting and Planning, 353; Revising, 356; Flashback, 247</p>
Narrative Conventions of Language	
<p>CC.1.4.6.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p>SE/TE: Performance Task: Editing/ Proofreading, 37, 357; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 450, 457, 463; Handbook R52–R60</p>

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Response to Literature	
<p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6</p>	<p>SE/TE: Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Prepare to Compare, 76–77, 150–151, 222–223, 464–465; Connect Across Texts, 129, 229, 353, 435</p>
Production and Distribution of Writing - Writing Process	
<p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>SE/TE: Performance Task: Prewriting/ Planning, 33, 129, 229, 353, 435; Drafting, 34, 130, 230, 354, 436; Revising, 36, 132, 232, 356, 438; Editing/ Proofreading, 37, 133, 233, 357, 439; Publishing and Presenting, 37, 133, 233, 357, 439</p>
Technology and Publication	
<p>CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>SE/TE: Whole-Class Performance Task: Publishing and Presenting, 37, 133, 233, 439; Improve Your Use of Media, 475; Multimedia Slideshow, 259; Multimedia Presentation, 260–261, 379 TE only: Written Response, 50C; Digital Perspectives, 88, 182</p>
Conducting Research	
<p>CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<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, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682; Writing to Sources, 473 TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446, 467; Personalize for Learning, 110, 226, 255, 324, 334, 465</p>

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Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SE/TE: 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, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682; Writing to Sources, 473</p> <p>TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446, 467; Personalize for Learning, 110, 226, 255, 324, 334, 465</p>
Range of Writing	
<p>CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
Comprehension and Collaboration - Collaborative Discussion	
<p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>SE/TE: Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 480; Group Discussion, 433; Research and Discuss, 31, 161; Compare Notes, 150; Reflect and Discuss, 429; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485; Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 448, 455, 461</p>

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Comprehension and Collaboration - Critical Listening	
CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	SE/TE: Multimedia Presentation, 255; Present an Argument, 260–261, 474–475; Prepare to Compare, 464
Comprehension and Collaboration Evaluating Information	
CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	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
Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	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
Presentation of Knowledge and Ideas - Context	
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.	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

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Integration of Knowledge and Ideas - Multimedia	
<p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p>	<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>
Conventions of Standard English	
<p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>	<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; also see: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 450, 457, 463; Handbook R52–R60</p>