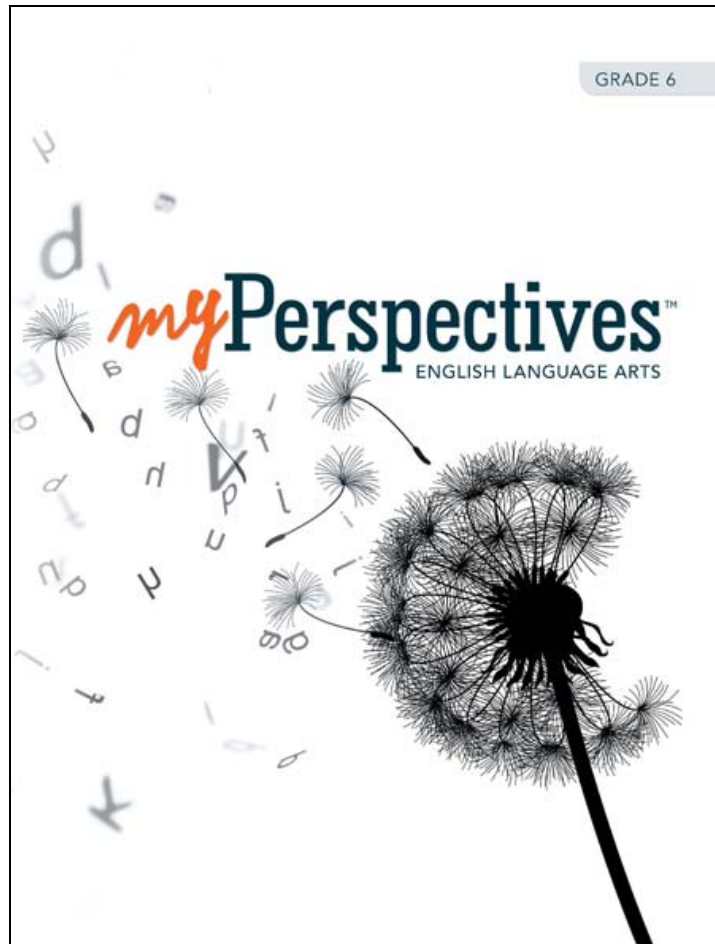


# A Correlation of



**Grade 6, ©2017**

To the

**2017 English Standards of Learning  
for Virginia Public Schools  
Grade 6**

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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the 2017 English Standards of Learning for Virginia Public Schools. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title. References to myPerspectives Plus are included.

*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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<b>2017 English Standards of Learning for Virginia Public Schools</b>	<b>myPerspectives ©2017 Grade 6</b>
<b>Grade Six</b>	
<p>In sixth grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. In sixth grade, there is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. The student will begin the study of word origins and continue vocabulary development. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed.</p>	
<b>Communication and Multimodal Literacies</b>	
6.1 The student will use effective oral communication skills in a variety of settings.	
6.1.a Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.	<b>SE/TE:</b> Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 490; Research and Discuss, 31, 161; Compare Notes, 150; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 471; Working as a Team, 40, 136, 236, 360, 442
6.1.b Participate as a facilitator and a contributor in a group.	<b>SE/TE:</b> For related material see: Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Share Your Independent Learning: 84, 178, 266, 394, 490; Small-Group Learning Strategies, 38, 134, 234, 358, 440; Working as a Team, 40, 136, 236, 360, 442 <b>TE only:</b> Accountability in Group Work, 443
6.1.c Participate in collaborative discussions with partners building on others' ideas.	<b>SE/TE:</b> Small-Group Learning Strategies, 38, 134, 234, 358, 440; Partner Discussion, 127; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Conduct a Small-Group Discussion, 8, 96, 190, 255, 278

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6.1.d Ask questions to clarify the speaker's purpose and perspective.	<b>SE/TE:</b> Small-Group Learning Strategies, 38, 134, 234, 358, 440; Performance Task: Present a Retelling, 78–79; Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Launch Activity: Conduct a Walk-Around Debate, 190; Four-Corner Debate, 406 <b>TE only:</b> Cross-Curricular Perspectives, 404
6.1.e Summarize the main points a speaker makes.	<b>SE/TE:</b> Video, 224, 346, 430; Analyze the Media, 226, 349, 433; Performance Task: Present and Evaluate, 79, 173, 261, 389, 485; Debate, 25, 190, 278, 406; Small-Group Learning Strategies, 38, 134, 234, 358, 440
6.1.f Summarize and evaluate group activities.	<b>SE/TE:</b> Whole-Group Discussion, 117; Research: Class Discussion, 31; Prepare to Compare, 76, 351; Small-Group Performance Task: 261; Discuss, 429; Debate, 25, 190, 278, 406; Small-Group Learning Strategies, 38, 134, 234, 358, 440
6.1.g Analyze the effectiveness of participant interactions.	<b>SE/TE:</b> Small-Group Learning Strategies, 38, 134, 234, 358, 440; Working as a Team, 40, 136, 236, 360, 442; Whole-Group Discussion, 117; Partner Discussion, 127; Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Discussion Tip, 65; Share Your Independent Learning: 84, 178, 266, 394, 490
6.1.h Evaluate own contributions to discussions.	<b>SE/TE:</b> Evaluation Guide, 117, 127, Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Small-Group Learning Strategies, 38, 134, 234, 358, 440
6.1.i Demonstrate the ability to collaborate with diverse teams.	<b>SE/TE:</b> Small-Group Learning Strategies, 38; Working as a Team, 40, 136, 236, 360, 442

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6.1.j Work respectfully with others and show value for individual contributions.	<b>SE/TE:</b> Conduct a Discussion, 96; Class Discussion, 117; Publishing and Presenting, 233, 357; Small-Group Learning Strategies, 38, 134, 234, 358, 440; Working as a Team, 40, 136, 236, 360, 442; Share Your Independent Learning: 84, 178, 266, 394, 490 <b>TE only:</b> Listening Sensitively, 79
6.2. The student will create multimodal presentations that effectively communicate ideas.	
6.2.a Use effective verbal and nonverbal communication skills to deliver multimodal presentations.	<b>SE/TE:</b> Performance Task: Present a Retelling, 78–79; Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Multimedia Presentation, 171, 205, 379; Annotated Map, 429
6.2.b Use language and vocabulary appropriate to audience, topic, and purpose.	<b>SE/TE:</b> Performance Task: Present a Retelling, 78–79; Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485
6.2.c Give collaborative and individual formal and informal interactive presentations.	<b>SE/TE:</b> Performance Task: Present a Retelling, 78–79; Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Multimedia Presentation, 171, 205, 379; Annotated Map, 429
6.2.d Paraphrase and summarize key ideas of a presentation.	<b>SE/TE:</b> Video, 224, 346; Analyze the Media, 226, 349; Performance Task: Present and Evaluate, 79, 173, 261, 389, 485; Debate, 25, 190, 278, 406
6.3 The student will determine the purpose of media messages and examine how they are constructed.	
6.3.a Compare and contrast techniques used in a variety of media messages.	<b>SE/TE:</b> Analyze the Media, 30, 160, 226, 258, 349, 432, 482; Media: Art and Photography, 26, 152; Video, 224, 346, 430; Audio, 256 <b>TE only:</b> Interpret Images, 27; Analyze Color, 15, 157; Analyze Sound Effects, 347; Analyze the Image, 477, 478, 481

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6.3.b Identify the characteristics and effectiveness of a variety of media messages.	<b>SE/TE:</b> Media: Art and Photography, 26, 152; Video, 224, 346, 430; Audio, 256; also see: Analyze the Media, 30, 160, 226, 258, 349, 432, 482
6.3.c Interpret information presented in diverse media formats and explain how it contributes to the topic.	<b>SE/TE:</b> Analyze the Media, 30, 160, 226, 258, 349, 432, 482
6.3.d Craft and publish audience-specific media messages.	<b>SE/TE:</b> Small-Group Performance Task: Present an Explanatory Essay, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Oral Presentation, 227; Multimedia Presentation, 171, 205, 379; Annotated Map, 429
<b>Reading</b>	
6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.	
6.4.a Identify word origins and derivations.	<b>SE/TE:</b> Word Study: Word Origins, 376  <i>Digital Resources:</i> myPerspectives Plus: Word Study Worksheets: Greek/Latin Origin of Political Terms; Legal Terms; Words and Their Relatives; Words from Music; Words from Myths; Words From Other Languages; Words From Spanish
6.4.b Use roots, affixes, synonyms, and antonyms to expand vocabulary.	<b>SE/TE:</b> Prefix, 46, 244, 310; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448, 459, 471; Suffix, 68, 73, 114, 147, 252, 342, 376; Word Study: Synonyms and Antonyms, 56; Concept Vocabulary, 138, 162, 202, 238, 310, 362, 372, 380 <b>TE only:</b> Personalize for Learning, 311; Concept Vocabulary, 70, 240; Vocabulary Development, 331
6.4.c Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	<b>SE/TE:</b> Context Clues, 50, 52, 60, 61, 62, 63, 64, 138, 139, 144, 162, 238, 240, 362, 365, 372, 374, 380, 381, 382, 452; Word Study: Multiple-Meaning Words, 168, 220, 452; also see: Word Network, 7, 95, 189, 277, 405 <b>TE only:</b> Personalize for Learning, 42; Concept Vocabulary, 43, 44, 166, 250, 251; Vocabulary Development, 124, 197, 203, 214, 293, 342, 468; Multiple Meanings, 15, 104, 420

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6.4.d Identify and analyze the construction and impact of figurative language.	<b>SE/TE:</b> Figurative Language, 22, 74, 75, 142, 148, 150, 316; Simile, 154, 415; Word Study: Onomatopoeia, 141; Metaphor, 207; Personification, 369 <b>TE only:</b> Figurative Language, 145, 163, 219, 316
6.4.e Use word-reference materials.	<b>SE/TE:</b> Word Study, 56, 65, 124, 141, 160, 202, 212, 244, 310, 342, 376, 384, 459, 471; Concept Vocabulary, 42, 168, 220; Academic Vocabulary, 5, 93, 187, 275, 403; Using a Specialized Vocabulary, 152, 157, 158 <b>TE only:</b> Vocabulary Development, 197, 203, 214, 256, 293, 453; Personalize for Learning, 176
6.4.f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	<b>SE/TE:</b> Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 12, 22, 42, 46, 50, 56, 60, 65, 68, 73, 100, 114, 118, 124, 138, 141, 144, 147, 162, 168, 194, 202, 214, 220, 238, 244, 248, 252, 282, 310, 312, 342, 362, 372, 376, 380, 384, 410, 426, 459; Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Media Vocabulary, 26, 30, 152, 160, 224, 226, 256, 258, 346, 349, 430, 432 <b>TE only:</b> Concept Vocabulary, 43, 44, 52, 61, 62, 63, 70, 71, 1339, 140, 145, 146, 240, 241, 250, 251, 365, 368, 374, 381, 382
6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.	
6.5.a Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	<b>SE/TE:</b> Analyze Craft and Structure: Analyze Plot Structure, 169; Dialogue in Drama, 309; Analyze Characterization and Personification, 369; Determine Theme, 74, 201; Universal Theme, 460; Analyze Science Fiction Writing, 245; Determine Point of View, 21; Dialogue, 219; Historical Fiction: Conflict, 123 <b>TE only:</b> Examine Setting, 313; Examine Foreshadowing, 306; Analyze Narrator, 239; Analyze Characterization, 364; Analyze Characters, 69, 283, 289; Analyze Theme, 338; Analyze Conflict, 165; Characterization, 164, 365; Analyze Dialogue, 336



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6.5.b Describe cause and effect relationships and their impact on plot.	<p><b>SE/TE:</b> For related material: Analyze Craft and Structure: Analyze Plot Structure, 169  <b>TE only:</b> Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317</p> <p><i>Digital Resources:</i> myPerspectives Plus: Analyze Craft and Structure: Cause and Effect Organization; Graphic Organizers: Cause and Effect Map</p>
6.5.c Explain how an author uses character development to drive conflict and resolution.	<p><b>SE/TE:</b> Analyze Craft and Structure: Historical Fiction: Conflict, 123; Story Structure: Plot (conflict and resolution), 169; Determine Theme, 201; Dramatic Structures, 309; Identify the Conflict, 33  <b>TE only:</b> Analyze Conflict, 165, 453; Resolution, 337</p>
6.5.d Differentiate between first and third person point-of-view.	<p><b>SE/TE:</b> Analyze Craft and Structure: Memoir and Poetry, 21; Writing to Sources, 126; Dramatic Structures, 309; Establish Point of View, 354; Analyze First-Person Narrative, 412  <b>TE only:</b> Analyze First-Person Narrative, 101; Elements of Historical Fiction, 123; Point of View, 367</p> <p><i>Digital Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Point of View; Common Core Companion: Determining Point of View, 62</p>
6.5.e Describe how word choice and imagery contribute to the meaning of a text.	<p><b>SE/TE:</b> Word Choice and Tone, 149; Imagery, 22; Voice, 35; Elements of Poetry, 142; Concept Vocabulary, 147, 168, 244, 384; Author’s Style: Invented Language, 378; Why These Words, 459; Author’s Style, 427; also see: Word Choice for Style and Tone, 437  <b>TE only:</b> Close Read: Poetry, 69; Using Imagery, 74; Elements of Poetry, 142; WriteNow, 150; Word Choice, 332</p>

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6.5.f Draw conclusions and make inferences using the text for support.	<p><b>SE/TE:</b> Analyze Craft and Structure: Make Inferences, 369; Analyze the Text: Make Inferences, 20, 308; Infer, 200; Draw Conclusions, 200, 308; Performance-Based Assessment Prep, 395</p> <p><b>TE only:</b> Infer Key Ideas, 120, 455; Conclude, 289, 290, 294, 304, 306, 313, 329, 338, 365, 373, 453</p>
6.5.g Identify the characteristics of a variety of genres.	<p><b>SE/TE:</b> Analyze Craft and Structure: Poetic Structures, 148; Story Structure: Plot, 169; Science-Fiction Writing, 245; Dramatic Structures, 309</p> <p><b>TE only:</b> Closer Look: Analyze Structure, 294, 319; Selections, 263, 391, 487</p>
6.5.h Identify and analyze the author’s use of figurative language.	<p><b>SE/TE:</b> Figurative Language, 22, 74, 75, 142, 148, 150; 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</p>
6.5.i Compare/contrast details in literary and informational nonfiction texts.	<p><b>SE/TE:</b> Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–451</p>
6.5.j Identify transitional words and phrases that signal an author’s organizational pattern.	<p><b>SE/TE:</b> Repetition, 142; Plot, 169; also see: Language Development: Create Cohesion: Transitions, 231; Analyze Craft and Structure, 21</p> <p><b>TE only:</b> Examine Foreshadowing, 306</p> <p><i>Digital Resources:</i> myPerspectives Plus: Conventions: Grammar Worksheets: Transitions and Transitional Phrases; Grammar Tutorials: Transitions Grammar Grab</p>
6.5.k Use reading strategies to monitor comprehension throughout the reading process.	<p><b>SE/TE:</b> Comprehension Check, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458; Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459; Analyze Craft and Structure (Practice), 47, 57, 113, 123, 201, 211, 219, 385</p>

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6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	
6.6.a Skim materials using text features such as type, headings, and graphics to predict and categorize information.	<p><b>SE/TE:</b> For related material see: Graphics (photos), 101, 106, 110, 155, 156, 157, 158, 463, 469; Video, 224–225</p> <p><b>TE only:</b> Skim, Predict, and Use KWL Chart, 82; Finding Evidence, 117; Strategic Support, 229; Strategies, 358</p> <p><i>Digital Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Analyzing Structural Features</p>
6.6.b Identify main idea.	<p><b>SE/TE:</b> Determine a Central Idea, 66; Writing to Sources: Objective Summary, 227; Analyze Author’s Influence, 385; Determine the Central Idea: Make Inferences, 449; Comprehension Check, 217, 251</p> <p><b>TE only:</b> Small Group Close Reading, 62; Analyze Details, 63; Main Idea, 153; Analyze Key Details, 445</p>
6.6.c Summarize supporting details.	<p><b>SE/TE:</b> Analyze Craft and Structure: Central Idea, 66; Writing to Sources (summary), 49, 227; Notebook, 55, 64, 111, 217, 251, 383, 423, 447; Summary, 96, 190, 406</p>
6.6.d Create an objective summary including main idea and supporting details.	<p><b>SE/TE:</b> Writing to Sources (summary), 49, 227; Notebook, 55, 64, 111, 217, 251, 383, 423, 447; Analyze Craft and Structure: Central Idea, 66; Summary, 96, 190, 406</p>
6.6.e Draw conclusions and make inferences based on explicit and implied information.	<p><b>SE/TE:</b> Draw Conclusions &amp; Make Inferences, 20, 30, 112, 200, 432; Determine the Central Idea: Make Inferences, 449; Conclude, 417, 420, 421</p> <p><b>TE only:</b> Conclude, 27, 28, 51, 101, 106, 153, 154, 157, 195, 215, 225, 249, 257</p>
6.6.f Identify the author’s organizational pattern(s).	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of Ideas: Structure, 47; Author’s Influences, 385; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449</p>

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6.6.g Identify transitional words and phrases that signal an author’s organizational pattern.	<p><b>SE/TE:</b> For related material see: Author’s Influences, 385; Organize Your Information, 451; Use Transitions, 475</p> <p><b>TE only:</b> Close Read Guide, 83, 177, 265, 393, 489</p> <p><i>Digital Resources:</i> myPerspectives Plus: Conventions: Grammar Worksheets: Transitions and Transitional Phrases; Grammar Tutorials: Transitions Grammar Grab</p>
6.6.h Differentiate between fact and opinion.	<p><b>SE/TE:</b> For related material see: Writing to Compare, 474–475; Write an Argument (Editorial), 228–233; Argument, 434–439</p> <p><i>Digital Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion</p>
6.6.i Identify cause and effect relationships.	<p><b>SE/TE:</b> For related material see: Writing to Sources, 387</p> <p><b>TE only:</b> Close Read Guide, 83, 177, 265, 393, 489; Challenge, 383</p> <p><i>Digital Resources:</i> myPerspectives Plus: Analyze Craft and Structure: Cause and Effect Organization; Graphic Organizers: Cause and Effect Map</p>
6.6.j Analyze ideas within and between selections providing textual evidence.	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of Ideas: Structure, 47; Author’s Influences, 385; Central Ideas: Autobiographical Writing, 425; Analyze the Text, 218, 424</p>
6.6.k Use reading strategies to monitor comprehension throughout the reading process.	<p><b>SE/TE:</b> Comprehension Check, 45, 55, 64, 111, 159, 209, 217, 226, 251, 383, 423, 447; Analyzing the Text, 20, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471; Analyze Craft and Structure (Practice), 21, 47, 57, 66, 113, 123, 211, 219, 253, 385, 425, 449, 472</p> <p><b>TE only:</b> Self-Assessing Progress, 92</p>

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<b>Writing</b>	
6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.	
6.7.l a Engage in writing as a recursive process.	<b>SE/TE:</b> Performance Task: Writing Process, 32–37, 128–133, 228–233, 352–357, 434–439; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–451
6.7.l b Choose audience and purpose.	<b>SE/TE:</b> Performance Task: Introduction & Elements: Nonfiction Narrative, 32; Explanatory Essay, 128; Argument, 228; Fictional Narrative, 352; Argument, 434; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–451 <b>TE only:</b> Writing to Sources, 49; Plan with Your Group, 78; Elements of an Editorial, 228; Write a First Draft, 230  <i>Digital Resources:</i> myPerspectives Plus: Common Core Companion: Writing to a Specific Task, Purpose, and Audience, 208
6.7.l c Use a variety of prewriting strategies to generate and organize ideas.	<b>SE/TE:</b> Prewriting/Planning, 33, 129, 229, 353, 435; Writing to Compare, 76, 150, 222, 350, 474
6.7.l d Organize writing to fit mode or topic.	<b>SE/TE:</b> Organize Your Essay, 130; Revising for Focus and Organization, 132, 356; Organize Your Editorial, 230; Organize Your Ideas, 436; Organize Your Information, 451; Revising for Purpose and Organization, 356; Writing to Sources, 24, 204, 247; Revising for Evidence and Elaboration, 36; Create an Organizational Plan, 77; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–451
6.7.l e Write narratives to include characters, plot, setting, and point of view.	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 32–37; Write a Fictional Narrative, 352–357; Perform a Fictional Narrative, 388–389; Performance-Based Assessment: Review Notes for a Fictional Narrative, 395–396; Writing to Sources: Nonfiction Narrative, 86–87; Story Adaptation, 126; Dialogue, 247; Narrative Retelling, 344

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6.7.l f Establish a central idea incorporating evidence and maintaining an organized structure.	<b>SE/TE:</b> Write an Explanatory Essay, 128–129; Writing to Compare: Determine Your Central Idea, 151; Writing a Main Idea, 475; Writing to Compare, 222–223, 350–351
6.7.l g Compose a thesis statement for expository and persuasive writing.	<b>SE/TE:</b> Prewriting/Drafting, 129, 229; Drafting, 130, 151, 223, 351; Focus and Organization, 132; Writing a Main Idea, 475
6.7.l h Write multi-paragraph compositions with elaboration and unity.	<b>SE/TE:</b> 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, 489, R5; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–451; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86, 180, 268, 396, 492
6.7.l i Use transition words and phrases.	<b>SE/TE:</b> Transitions, 36, 37, 77, 79, 88, 116, 128, 132, 181, 228, 231, 232–233, 270, 356, 387, 396, 428, 434, 438–439, 451, 475 <b>TE only:</b> Use Transitions, 173  <i>Digital Resources:</i> myPerspectives Plus: Conventions: Grammar Worksheets: Transitions and Transitional Phrases; Grammar Tutorials: Transitions Grammar Grab
6.7.l j Select vocabulary and information to enhance the central idea, tone, and voice.	<b>SE/TE:</b> Revising for Evidence and Elaboration, 132, 232; Revising for Precise Language, 36; Sensory Details, 353; Facts & Examples, 129, 132; Invented Language, 378; Figurative Language, 75
6.7.l k Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	<b>SE/TE:</b> Conventions: Comparatives and Superlative Degrees, 254; Adjectives and Adverbs, 67; Handbook: Adjectives, R54; Adverbs, R54; Using Modifiers, R58

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6.7.l Revise writing for clarity of content including specific vocabulary and information.	<b>SE/TE:</b> Revising, 36, 77, 132, 151, 223, 232–233, 247, 351, 356–357, 438–439, 475; also see: Conventions: Revising for Correct Pronoun Case, 131; Sentence Structure, 343; Combining Sentences for Variety, 355
6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	
6.8.a Use subject-verb agreement with intervening phrases and clauses.	<b>SE/TE:</b> Subject and Verb Agreement, R57; also see: Editing for Conventions, 37, 133, 233, 357, 439  <i>Digital Resources:</i> myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Agreement: Subject-Verb; Grammar Tutorials: Subject-Verb Agreement Grammar Grab; Grammar Worksheets: Subject and Verb Agreement; Subject and Verb Agreement in Inverted Sentences; Subject-Verb Agreement
6.8.b Use pronoun-antecedent agreement to include indefinite pronouns.	<b>SE/TE:</b> Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57  <i>Digital Resources:</i> myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Pronoun-Antecedent; Grammar Tutorials: Pronoun-Antecedent Agreement Grammar Tutorial; Grammar Worksheets: Pronoun-Antecedent Agreement
6.8.c Maintain consistent verb tense across paragraphs.	<b>SE/TE:</b> Verb Tenses, 143, 170, R58  <i>Digital Resources:</i> myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Simple Tenses and Perfect Tenses; Unnecessary Shifts in Tense, Voice, or Mood; Grammar Tutorials: Verbs: Perfect Tenses Grammar Tutorial; Simple Tenses Grammar Tutorial; Grammar Worksheets: Verb Tenses

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6.8.d Eliminate double negatives.	<p><b>SE/TE:</b> For related material see: Editing for Conventions, 37, 133, 233, 357, 439</p> <p><i>Digital Resources:</i> myPerspectives Plus: Conventions: Grammar Tutorials: Double Negatives; Grammar Worksheets: Double Negatives</p>
6.8.e Use quotation marks with dialogue.	<p><b>SE/TE:</b> Proofread for Accuracy, 37, 357; Grammar Handbook, R61</p> <p><i>Digital Resources:</i> myPerspectives Plus: Conventions: Grammar Tutorials: Quotation Marks Grammar Grab; Grammar Worksheets: Using Quotations</p>
6.8.f Choose adverbs to describe verbs, adjectives, and other adverbs.	<p><b>SE/TE:</b> Conventions: Adjectives and Adverbs, 67; Comparative and Superlative Degrees, 254; Grammar Handbook, R54, R58</p> <p><i>Digital Resources:</i> myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Modifiers: Adjectives and Adverbs; Grammar Tutorials: Adverbs Grammar Tutorial; Grammar Worksheets: Adjective and Adverb Usage</p>
6.8.g Use correct spelling for frequently used words.	<p><b>SE/TE:</b> Conventions: Spelling and Capitalization, 125; Proofread for Accuracy, 37, 133, 233, 357, 439; Review, Revise, and Edit, 77, 223, 351; Reviewing and Revising, 151; Vocabulary and Conventions Connection, 126</p>



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6.8.h Use subordinating and coordinating conjunctions.	<p><b>SE/TE:</b> Conventions: Conjunctions and Interjections, 370; Independent and Dependent Clauses, 221; Proofread for Accuracy, 233; Grammar Handbook, R54–R55  <b>TE only:</b> How Language Works, 364</p> <p><i>Digital Resources:</i> myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Conjunctions and Interjections; Grammar Tutorials: Coordinating Conjunctions Grammar Tutorial; Subordinating Conjunctions and Subordinate Clauses Grammar Tutorial; Grammar Worksheets: Coordinating Conjunctions; Coordinating Conjunctions in Compound Sentences; Subordinating Conjunctions</p>
<b>Research</b>	
6.9 The student will find, evaluate, and select appropriate resources to create a research product.	
6.9.a Formulate and revise questions about a research topic.	<p><b>SE/TE:</b> Research, 111, 121, 146, 199, 209, 243, 307, 339, 367, 375, 383, 423, 447, 458, 470; Generating Research Questions, R24</p> <p><i>Digital Resources:</i> myPerspectives Plus: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School;</p>
6.9.b Collect and organize information from multiple sources.	<p><b>SE/TE:</b> Research, 31, 161, 259, 451, 483; Internet Research, 259; Conduct Research, 171, 371, 451, 483; Consulting Print and Digital Sources, R25</p>
6.9.c Evaluate and analyze the validity and credibility of sources.	<p><b>SE/TE:</b> Planning/Prewriting, 229; Review Evidence for and Argument, 267, 491; Argument Rubric, 269, 493; Conduct Research, 371, 451; Resources: Tool Kit: Evaluate Sources, R25</p>

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6.9.d Cite primary and secondary sources.	<p><b>SE/TE:</b> Include a Works-Cited List, 171; Gather Evidence from Sources, 229; Research, 259, 371; Cite Your Sources, 451; Formats for Citing Sources, R32–R33</p> <p><b>TE only:</b> Performance Based-Assessment Prep, 81, 175, 263, 391, 487; Writing to Sources, 387; QuickWrite, 407</p>
6.9.e Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.	<p><b>SE/TE:</b> Conduct Research, 371; Cite Your Sources, 451; Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34</p> <p><b>TE only:</b> Connect Across Texts, 129</p> <p><i>Digital Resources:</i> myPerspectives Plus: Common Core Companion: Crediting Sources, 261; Create a Bibliography or Works-Cited List, 262</p>
6.9.f Demonstrate ethical use of the Internet.	<p><b>SE/TE:</b> Using the Internet, 37; Computer Software, 133; Internet Research, 259; Overview, 192; Write It, 213; Conduct Research, 371; Handbook: Consulting Print and Digital Sources, R25; Using Search Terms (Evaluating Search Terms), R26</p> <p><b>TE only:</b> Digital Perspectives, 88, 122, 182, 270, 398, 414; Research, 111, 451</p> <p><i>Digital Resources:</i> myPerspectives Plus: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Crediting Sources, 261; Create a Bibliography or Works-Cited List, 262</p>