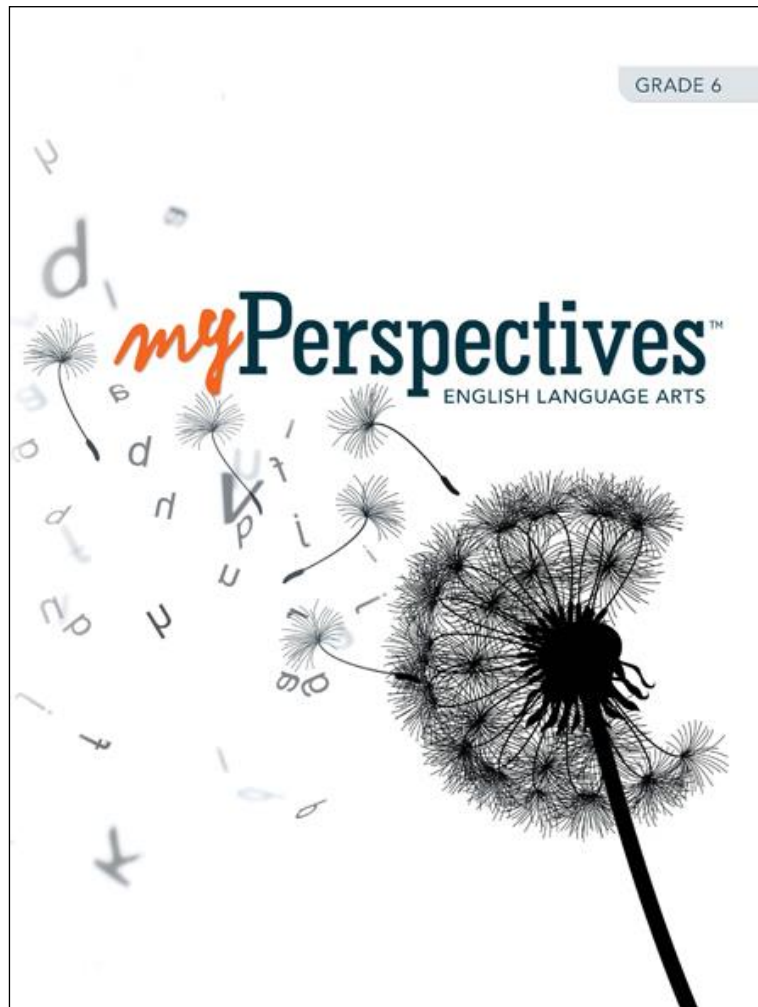


A Correlation of



Grade 6

To the

Wisconsin Standards for English Language Arts 2020

A Correlation of myPerspectives English Language Arts Grade 6 to the Wisconsin Standards for English Language Arts 2020

Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of the *Wisconsin Standards for English/Language Arts, 2020*. Correlation page references are to the Student Edition and Teacher Edition and are cited by selection title 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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Wisconsin Standards for English Language Arts 2020, Grade 6	myPerspectives English Language Arts Grade 6
R.6: Reading	
Key Ideas and Details	
<p>R.6.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>SE/TE: Cite Textual Evidence (Literary), 20, 21, 73, 74, 141, 147, 168, 244, 308, 309, 340, 341, 368, 376; Cite Textual Evidence (Informational), 46, 56, 65, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448, 472; Conclude, 285, 288, 292, 294; Make Inferences, 20, 30, 197, 200, 424, 432; Analyze Craft and Structure: Central Idea, 66; Central Idea: Make Inferences, 449; Analyze Craft and Structure, 57, 66, 113, 385, 425</p> <p>TE only: Conclude (Literary), 63, 69, 120, 163, 165, 208, 283, 290; Conclude (Informational), 27, 51, 101, 106, 153, 157, 195, 215, 225, 249, 257, 431; Question, 289, 306, 313, 329, 338, 373, 419, 422, 471</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions myPerspectives ELA National Grade 6>Unit Resources>Units 1-5</p>
<p>R.6.2: Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)</p>	<p>SE/TE: Analyze Craft and Structure: Theme, 74; Historical Fiction (Theme), 122, 123; Determine Theme, 200, 201; Science Fiction Writing (Themes), 245; Universal Theme, 460; Analyze Craft and Structure: Central Idea, 66, 472; Author’s Influence, 385; Central Ideas: Autobiographical Writing, 425; Central Idea: Make Inferences, 449; Writing to Compare: Compare-and-Contrast Essay, 76–77; Writing to Sources: Argumentative Essay, 204; Writing to Sources: Objective Summary, 227; Unit Introductions (summary), 8, 96, 190, 406; Analyze the Text, 384, 424. In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 19, 111, 251, 383, 470)</p> <p>TE only: Analyze Details, 63; Theme, 71; Conclude, 313; Analyze Theme, 338; Small-Group Learning, 363; Small Group Close Read, 62; Closer Look: Analyze Details, 63; Analyze Opinion, 153; Analyze Key Details, 445</p>

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<p>(Continued) R.6.2: Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)</p>	<p>(Continued) Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Summarize>Theme> Archetypal Theme <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea>Main Idea>Paraphrase a Text and Find the Main Idea>Summarize</p>
<p>R.6.3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Historical Fiction, 122, 123; Story Structure: Plot, 168, 169; Analyze Science Fiction Writing, 245; Dramatic Structures, 308, 309; Characterization, 368, 369; Analyze Craft and Structure: Biographical Writing, 57; Development of Ideas: Reflective Writing, 253; Analyze Author’s Influences, 385; Central Ideas: Autobiographical Writing, 425; Author’s Style: Word Choice and Mood, 426, 427; Central Idea: Make Inferences, 449; Central Idea, 472; Analyze the Text, 46, 168, 200, 252, 308, 384 TE only: Personalize for Learning: Characterization, 164; Analyze the Text, 265; Closer Look: Examine Foreshadowing, 306; Close Read: Conclude, 317; Closer Look: Analyze Sequence of Events, 51 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Character>Character and Characterization>Conflict>Plot>Plot and Conflict <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea</p>

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<p>Craft and Structure</p> <p>R.6.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>SE/TE: Word Study: Onomatopoeia, 22; Cite Textual Evidence, 74; Author’s Style: Figurative Language, 75; Invented Language, 378; Analyze Craft and Structure: Elements of Poetry, 142; Poetic Structures, 148; Word Choice and Tone, 149; Sound Devices, 377; Writing to Compare, 150–151; Analyze the Text, 459; Analyze Craft and Structure: Author’s Perspective: Argument, 211; Persuasive Techniques, 219; Technical Vocabulary, 212, 444; Author’s Style: Word Choice and Mood, 427; also see: Concept Vocabulary (literary), 12, 22, 141, 144, 238, 244, 372, 376, 459; Concept Vocabulary (informational), 42, 46, 100, 114, 118, 124, 214, 220, 248, 252, 410, 426, 452, 459</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>
<p>R.6.5: In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Memoir and Poetry, 20; Theme, 74; Historical Fiction, 122; Poetic Structures, 148; Science Fiction Writing, 245; Dramatic Structures, 309; Dramatic Structures: Stage Directions, 341; Analyze Craft and Structure: Memoir and Poetry, 20; Development of Ideas: Structure, 47; Biographical Writing, 57; Central Idea, 66; Author’s Perspective: Argument, 211; Development of Ideas: Reflective Writing, 253; Central Ideas: Autobiographical Writing, 425; Determine the Central Idea: Make Inferences, 449; Analyze the Text, 46, 200, 210, 244, 252, 308, 340, 424, 460</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Text Structure: Chronological Order <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Analyze Structural Features</p>

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<p>R.6.6: In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Determine Point of View, 21; Poetic Structures, 148; Dramatic Structures (Dialogue), 309; Writing to Sources, 344; Analyze Craft and Structure: Determine Point of View, 21; Central Idea (Message), 66; Author's Purpose, 113; Author's Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223; Development of Ideas: Reflective Writing, 253, Author's Influences, 385; Analyze the Text, 20, 120, 210, 218 TE only: Analyze First-Person Narrative, 101; Analyze Persuasive Techniques, 208; Challenge, 221; Challenge, 367, 423</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Point of View <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author's Conclusions>Evaluate the Author's Credibility>Recognize Propaganda>Rhetorical Devices>Evaluate Credibility and Analyze Author's Intentions</p>
<p align="center">Integration of Knowledge and Ideas</p>	
<p>R.6.7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)</p>	<p>SE/TE: <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; Writing to Compare, 350–351; “Jabberwocky,” (Media Connection), 374; Research: Research Report, 371; Dramatic Poetry Reading, 379; Analyze the Media, 30, 226, 258, 349, 432, 482; 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; Research: Annotated Timeline, 483</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>
<p>R.6.8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Author's Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223, 474–475; What on Earth Is Left to Explore?, 404–407; Analyze the Text, 210, 218</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Persuasive Appeals>Evaluate Author's Conclusions>Persuasive Speech>Persuasive Techniques</p>

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<p>R.6.9: Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<p>SE/TE: Writing to Compare, 76–77, 222–223, 474–475 TE only: Digital Perspectives, 54</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>
<p>W.6: Writing Standards</p>	
<p>Text Types and Purposes</p>	
<p>W.6.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>SE/TE: Performance Tasks: Nonfiction Narrative, 32–37; Explanatory Essay, 128–133; Write an Argument, 228–233, 434–439; Write a Short Story, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 76–77, 126–127, 150–151, 222–223, 350–351, 474–475; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86–87, 180–81, 268–269, 396–397, 492–493</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 6>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>

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<p align="center">Wisconsin Standards for English Language Arts 2020, Grade 6</p>	<p align="center">myPerspectives English Language Arts Grade 6</p>
<p>W.6.2: Write text in a variety of modes:</p> <p>W.6.2.a: Write arguments to support claims with clear reasons, relevant evidence, and literary theory.</p>	<p>SE/TE: Performance Task: Write an Argument, 228–233, 434–439; Writing to Sources; Argumentative Essay, 204; Argument, 428, 491–493; Assessment: Argument, 268–269; Writing to Compare: Argumentative Essay, 222–223; Performance Task: Deliver a Multimedia Presentation, 260–261: Present an Advertisement, 484–485</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Argument-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Argument</p>
<p>W.6.2.b: Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>SE/TE: Performance Task: Explanatory Essay, 128–133; Writing to Sources: Informational Article & Essay, 49; How-to Essay, 116; Objective Summary, 227; Comparison-and-Contrast Essay & Cause-and-Effect Essay, 387; Writing to Compare: Comparison-and-Contrast Essay, 76–77, 150–151, 350–351, 474–475; Research: Multimedia Presentation, 171; Brochure, 259; Research Report, 371; Storyboard (Informational), 433; How-to Guide, 451; Performance-Based Assessment: Explanatory Essay, 179–181</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Informative/Explanatory-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Informative/Explanatory Essay</p>

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<p>W.6.2.c: Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.</p>	<p>SE/TE: Performance Tasks: Nonfiction Narrative, 32–37; Write a Short Story, 352–357; Writing to Sources: Narrative Poem, 24; Story Adaptation, 126; Dialogue, 247; Narrative Retelling, 344; Performance-Based Assessment: Nonfiction Narrative, 85–87; Fictional Narrative, 395–397; Small-Group Performance Task: Perform a Fictional Narrative, 388–389</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Narrative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Narrative-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Short Story</p>
<p>W.6.3: Create writing that utilizes:</p>	
<p>W.6.3.a: Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.</p>	<p>SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Drafting, 230, 436; Writing to Compare, 222–223; Draft, 77; Writing to Sources, 49, 387; “All About Exploration,” 433; Research, 433, 451; Writing to Compare, 474; Whole-Class Performance Task: Drafting, 130; Narrative Writing: Drafting, 354; Purpose and Organization, 36, 356</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons</p>
<p>W.6.3.b: Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>SE/TE: Time-Order Transitions, 34; Revising, 36; Use Transitions, 77, 132, 475; Writing to Sources, 116; Language Development Style: Transitions, 231 TE only: Transitions, 173</p>
<p>W.6.3.c: Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.</p>	<p>SE/TE: Author’s Style: Voice, 35; Word Choice and Tone, 149; Language Development: Word Choice for Style and Tone, 437</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons</p>

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Production and Distribution of Writing	
<p>W.6.4: Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SE/TE: Performance Tasks: Nonfiction Narrative, 32–37; Explanatory Essay, 128–133; Write an Argument, 228–233, 434–439; Write a Short Story, 352–357; Write an Argument, 434–439; Present an Advertisement, 484–485; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 489; Writing to Compare, 76–77, 126–127, 150–151, 222–223, 350–351, 474–475; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86–87, 180–81, 268–269, 396–397, 492–493</p> <p>TE only: WriteNow, 25, 76, 150, 196, 211, 220, 287, 309, 314, 341, 347, 416, 424</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 6>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
<p>W.6.5: With some 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: Prewriting/Planning, 33, 129, 229, 353, 435; Drafting, 34, 130, 151, 230, 232, 354, 436; Revising, 36, 132, 232, 356, 438; Editing and Proofreading, 37, 133, 233, 357, 439; Publishing and Presenting, 37, 133, 233, 357, 439; Writing to Sources, 387; Resources Tool Kit, R6–R23</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: The Writing Process-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 6>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>

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<p>W.6.6: Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.</p>	<p>SE/TE: Performance Task: Publishing and Presenting, 37, 133, 233, 357, 439; Improve Your Use of Media, 79, 173, 261, 389, 485; Deliver an Informative Presentation, 172–173; Performance Task: Deliver a Multimedia Presentation, 260–261; Research: Informative Multimedia Presentation, 171; Multimedia Slide Show, 259; Speaking and Listening: Multimedia Presentation, 205, 379; Annotated Map, 429 TE only: Digital Perspectives, 88, 182</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research myPerspectives ELA National Grade 6>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
<p>Inquiry to Build and Present Knowledge</p>	
<p>W.6.7: Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>SE/TE: Research, 31, 161, 171, 259, 371, 433, 451, 483; Performance Task: Deliver a Multimedia Presentation, 260–261; Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 159, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 423, 447, 458, 470; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 204–205; Gather Evidence and Media, 78, 129, 172, 229, 353; Analyze the Media, 30; Analyze the Text, 160 TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 198, 206, 242, 412, 431, 446, 477; Personalize for Learning, 110, 226, 324, 334</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons-Middle School</p>

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<p>W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SE/TE: Research, 31, 161, 171, 259, 371, 433, 451, 483; Performance Task: Deliver a Multimedia Presentation, 260–261; Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 159, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 423, 447, 458, 470; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 204–205; Gather Evidence and Media, 78, 129, 172, 229, 353; Analyze the Text, 160 TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 198, 206, 242, 412, 431, 446, 477; Personalize for Learning, 110, 226, 324, 334</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons Integrating Quotations, Citations, and Images-Middle School>Interactive Research Lesson: Sources and Evidence-Middle School</p>
<p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p>SE/TE: Performance Tasks: Nonfiction Narrative, 32–37, 128–133, 228–233, 352–357, 434–439; Writing to Compare, 76–77, 126–127, 150–151, 222–223, 350–351, 474–475; Writing to Sources, 24, 39, 116, 204; Performance-Based Assessment, 268–269</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons <i>myPerspectives ELA National Grade 6</i>>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>

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SL.6: Speaking & Listening	
Comprehension and Collaboration	
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	
SL.6.1.a: Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	<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: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussion – Middles School</p>
SL.6.1.b: With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	<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>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussion – Middles School</p>
SL.6.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p>SE/TE: 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: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussion – Middles School</p>
SL.6.1.d: Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.	<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>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussion – Middles School</p>

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<p align="center">Wisconsin Standards for English Language Arts 2020, Grade 6</p>	<p align="center">myPerspectives English Language Arts Grade 6</p>
<p>SL.6.2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>SE/TE: Performance Task: Deliver an Informative Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Analyze the Media, 30, 226, 258, 349, 432, 482; Multimedia Presentation, 171, 205, 379; Prepare Annotated Map, 429; <i>Lewis & Clark</i>, 483; Writing to Compare, 350–351; Oral Report, 227 Digital Resources: myPerspectives ELA National Grade 6>Unit Resources>Video Library <i>myPerspectives Plus</i>>Speaking and Listening>Evaluating Presentations -Middle School</p>
<p>SL.6.3: Understand and evaluate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: Multimedia Presentation, 205; Present an Argument, 474–475; Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485 Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Evaluating Presentations -Middle School</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.6.4: Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p>	<p>SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informative Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Perform a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Performance-Based Assessment: Recitation, 88; Informative Presentation, 182; Oral Presentation, 270; Storytelling, 398; Speech, 494; Research: Informative Multimedia Presentation, 171; Multimedia Slide Show, 259; Speaking and Listening: Oral Presentation, 59; Multimedia Presentation, 205, 379; Partner Discussion, 25; Debate, 190, 406; Oral Report, 227; Dramatic Reading, 345; “Hachiko,” 126; “Feathered Friend,” 204; “The Internet of Things,” 227; “Jabberwocky,” 379 Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Giving a Presentation-Middle School</p>

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SL.6.5: Include multimedia components and visual displays in presentations to clarify and enhance information.	SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informative Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Perform a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Research: Informative Multimedia Presentation, 171; Multimedia Slide Show, 259; Speaking and Listening: Multimedia Presentation, 205, 379; Annotated Map, 429; Storyboard, 433; Annotated Timeline, 483; Small-Group Performance Task: 78–79, 172–173, 260–261, 388–389, 484–485; Annotated Map, 429; Performance-Based Assessment, Unit 3: 270 Digital Resources: <i>myPerspectives Plus</i> >Speaking and Listening>Giving a Presentation-Middle School
L.6: Language	
Knowledge of Language	
L.6.1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
L.6.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	SE/TE: Use a Formal Style, 132, 232; Word Choice and Tone, 149; TE only: Formal vs. Informal English, 241
L.6.1.b: Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	SE/TE: Use a Formal Style, 132, 232; Word Choice and Tone, 149; 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; 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 TE only: Formal vs. Informal English, 241
L.6.1.c: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	SE/TE: Language Development: Combining Sentences for Variety, 355; Editing and Proofreading, 357; Sentence Structure, 343; Grammar Handbook, R56
L.6.1.d: Maintain consistency in style and tone.	SE/TE: Writing to Sources, 204; Use a Formal Style, 132; Word Choice for Style and Tone, 437; Writing to Compare, 474–475; Performance Task, 485; Performance-Based Assessment, 492 Digital Resources: <i>myPerspectives Plus</i> >Conventions> Interactive Grammar Practice Lessons>Sentences

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Vocabulary Acquisition and Use	
L.6.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
L.6.2.a: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE/TE: Language Study: Using a Dictionary and Thesaurus, 98–99; Concept Vocabulary, 56, 160, 380, 455, 458; Technical Vocabulary, 448; Vocabulary Sidenote, 43
L.6.2.b: Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	SE/TE: Latin Suffix, 114, 252, 342, 426; Latin Root, 46, 65, 147, 448, 459, 471; Greek Suffix, 160, 212; Greek Prefix, 384; Greek Root, 202; Anglo-Saxon Suffix, 73, 124, 244 TE only: Word Forms, 70, 240, 248; Vocabulary Development, 33 Digital Resources: <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Word Study Worksheets>Greek and Latin Roots and Affixes Lessons
L.6.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.3.a: Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	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
L.6.3.b: Interpret figures of speech (e.g., personification) in context.	SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316, 425; Simile, 154, 415 TE only: Figurative Language, 145, 163, 219, 316
L.6.3.c: Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	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 TE only: Vocabulary Development, 297; Personalize for Learning, 298, 311
L.6.3.d: Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty).	SE/TE: Word Study: Connotation and Denotation, 384; Synonyms and Antonyms, 56; Denotation and Nuance, 310; Author’s Style, 149; Word Study, 310

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<p align="center">Wisconsin Standards for English Language Arts 2020, Grade 6</p>	<p align="center">myPerspectives English Language Arts Grade 6</p>
<p>L.6.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p>SE/TE: Word Study: Multiple-Meaning Words, 168, 220; 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, 152, 162, 168, 194, 202, 212, 214, 220, 238, 244, 248, 252, 282, 310, 312, 342, 362, 372, 376, 378, 380, 384, 410, 426, 452, 455, 458, 461; Vocabulary Activities, 4, 26, 92, 186, 224, 256, 274, 346, 349, 402, 430, 444, 448, 462, 471, 476 TE only: Multiple Meanings, 15, 104, 420 Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>
<p>Conventions of Standardized English</p>	
<p>L.6.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p>	
<p>L.6.5.a: Use of objective, subjective, possessive, and intensive pronouns.</p>	<p><u>Pronoun Case</u> SE/TE: Conventions: Pronoun Case, 48; Revising for Correct Pronoun Case, 131; Subject Complements, 473; Grammar Handbook, R54</p> <p><u>Intensive Pronouns</u> SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R54, R57</p> <p><u>Shifts in Pronoun Number and Person</u> SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Conventions: Pronoun-Antecedent Agreement, 386; Revising for Correct Pronoun Case, 131; Grammar Handbook, R54</p> <p><u>Vague Pronouns</u> SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions> Interactive Grammar Practice Lessons>Pronouns <i>myPerspectives Plus</i>>Conventions> Grammar Tutorials> Pronouns</p>

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L.6.5.b: Strategies to improve expression in conventional language.	<p>SE/TE: Performance Task: Editing/ Proofreading, 37, 133, 233, 357, 439; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions> Grammar Tutorials <i>myPerspectives Plus</i>>Interactive Grammar Lessons</p>
L.6.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
L.6.6.a: Commas, parentheses, and dashes.	<p>SE/TE: Conventions: Commas, Parentheses, and Dashes, 114, 115; Appositives and Appositive Phrases, 212, 213; Independent and Dependent Clauses, 220, 221; Grammar Handbook, R61–R62</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions> Interactive Grammar Practice Lessons>Punctuation to Indicate a Pause, or Break, or Omission>Commas to Separate Items in Series and Coordinate Adjectives <i>myPerspectives Plus</i>>Conventions> Grammar Tutorials> Comma Usage>Dashes</p>
L.6.6.b: Correct spelling.	<p>SE/TE: Writing to Compare, 76–77, 150–151; Conventions: Spelling and Capitalization, 124, 125; Whole-Class Performance Task, 133; Editing and Proofreading, 439; Grammar Handbook, R62–R63</p>

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